University of Alberta
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THE UNIVERSITY OF ALBERTA

RELATIONSHIPS BETWEEN THE ORGANIZATIONAL CLIMATE OF SCHOOLS AND THE DEGREE OF STAFF TURNOVER

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

APRIL, 1967

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Relationships Between the Organizational Climate of Schools and the Degree of Staff Turnover" submitted by Nicholas Keis in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The study was designed to investigate the relationships between the organizational climate of schools and the degree of staff turnover. The study also investigated the relationship between organizational climate and school size and type.

The sample comprised fifty secondary schools in the Province of British Columbia; twenty-five schools were categorized as low turnover schools and twenty-five as high turnover schools. The per cent turnover for the year 1964-1965 was calculated from data provided by the British Columbia Teachers' Federation; the per cent turnover for the year 1965 to 1966 was calculated from data provided by the principals.

An analysis of the data revealed an average of 26 per cent turnover for the population of this study. The mean net turnover for the low turnover schools in this study was 13.3 per cent while the mean net turnover for the high turnover sample of the study was 39.2 per cent.

School organization climate variables were measured by the responses of 223 teachers from twenty-five low turnover schools and 229 teachers from twenty-five high turnover schools. The instrument used to collect data relative to the climate of schools was the Organizational Climate Description Questionnaire developed by Halpin and Croft.

Schools climate was found to be significantly related to turnover. The LT schools had a significantly greater number of Open and Autonomous climates while the HT schools had a significantly greater

number of Paternal and Closed climate .

A comparison of the subtest scores for low and high turnover schools revealed a significant difference in the means of three climate dimensions: Disengagement, Esprit and Thrust. Disengagement scores were significantly higher in the high turnover schools while Esprit and Thrust scores were significantly higher in the low turnover schools.

Organizational climate category was not related to the type of schools or the size of school; however, some of the subtest scores were related to the type of school. There was a significant difference between Junior and Secondary schools on Thrust scores; production Emphasis and Consideration scores were significantly different between Junior and Secondary schools and also between Junior and Senior secondary schools. There was a significant difference in mean Aloofness scores between Secondary and Senior Secondary schools. Two subtests, Aloofness and Hindrance, correlated positively with the size of the schools.

On the basis of the analysis of the data, it was concluded that in this study the climates of low turnover schools tended towards openness and the climates of the high turnover schools tended towards closedness. It was further concluded that the high Esprit and high satisfaction level were significant characteristics of the staffs of low turnover schools.

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PROBLEM AND DEFINITIONS OF TERMS

I. INTRODUCTION

Much of the literature which deals with morale, satisfaction, and related concepts is based upon the assumption that the social climate of an organization is in some way related to motivation, aspiration, and ultimately to job proficiency. Industry, business and education are increasingly recognizing the significance of human factors; many studies indicate that social factors are important determinants of productivity and success in human enterprises. A major task of any organization appears to be the creation and maintenance of a favourable social and emotional climate which will capitalize on the potentialities of workers and provide the basic satisfactions that people want. The presence of individual difference among schools and school systems has only recently been mentioned, and Trump has recently stated that the examination of many proposals suggested over the last years have thrown into focus, changed ideas for improving schools.[1]

The increasing complexity of school organization will intensify the problems faced by schools and school systems. This is reflected in the numerous articles which have appeared on such topics as the school and curricular implementation, the school and community relations, the school and staff recruitment and the school and staff morale.

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[1] J. Lloyd Trump and Dorsey Baynham, Guide to Better Schools (Chicago: Rand McNally and Company, 1961)

The many morale studies in industrial and educational organizations have attempted to find the degree to which group membership is accompanied by a general feeling of pleasantness or agreeableness. This general feeling of pleasantness or agreeableness seems to differ from organization to organization even if they are of the same type and have the same formal structure. It has been theorized and observed as well that organizations, like individuals perhaps, are characterized more by stability than by change.

Low turnover is generally thought of as an aid to the group in meeting the two basic needs of an organization: group maintenance and group goal attainment. The literature on group theory emphasizes the importance of stability,[2] cohesiveness[3] and equilibrium[4] for the satisfaction of these needs.

In order to assure effectiveness and efficiency, the nature of the social relationships in schools with differing degrees of stability, cohesiveness and equilibrium must be better understood. The recent

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[2] Philip Selznik, "Foundations of the Theory of Organization," as found in Amitai Etizioni, Complex Organizations: A Sociological Reader, (New York: Holt, Rinhart and Winston, 1964), p. 26.

[3] Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press of Glencoe, Inc., 1961), p. 182.

[4] George Homans, The Human Group (New York: Harcourt, Brace and Co., 1950), p. 421.

development of the Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft promises to be useful in studying the nature of the relationships between the staff and the principal.[5] This instrument is designed to describe the interaction of the principal and of the staff as a whole, or to describe what might be identified as 'personality' of the school. In addition to a broad climate classification, the instrument also yields measures on eight dimensions of organizational climate. Four of these subtests are associated with the behavior of the principal; the remaining four are measures of the behavior of the staff as a group .

II. STATEMENT OF THE PROBLEM

This study was concerned with the relationships between the organizational climates of a sample of secondary schools in British Columbia and staff turnover in those schools. The major problem was to compare the organizational climates of schools categorized as having high staff turnover with the organizational climates of schools categorized as having low staff turnover. A minor problem was to study the relationship between organizational climate and such school characteristics as size and type.

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[5] A. W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), p. 4.

Sub-Problems

In order that the main problem could be investigated more thoroughly the following sub-problems were developed.

1. Is there a relationship between degree of staff turnover and category of school climate?
2. Is there a relationship between degree of staff turnover and scores on various organizational climate dimensions?
3. Is there a difference in level of satisfaction between teachers in schools with low degrees of staff turnover and teachers in schools with higher degrees of staff turnover?
4. What relationship, if any, is there between school size and climate category?
5. What relationship, if any, is there between climate category and the type of vertical school organization?
6. What relationship, if any, is there between size of schools and various organizational climate dimensions?
7. What relationship, if any, is there between the type of school and the various organizational climate dimensions?

III. SIGNIFICANCE OF THE STUDY

The identification of teacher recruitment and retention as problems which are in need of study is not new. English states that recruitment of teachers is a major concern of the School Boards in many parts of

the Province of British Columbia.[6] It is apparent that the problem of recruitment stems directly from the high turnover in many schools. Bruce also stated that of all the problems that boards of education have to contend with, the problem of teacher turnover is probably the most troublesome and most confusing.[7]

During this time of teacher shortage many areas of British Columbia face the serious problem of expense in terms of time and effort necessary in recruiting, selecting, and initiating hundreds of new teachers every year. This problem involves those teachers who move frequently from one teaching position to another within the Province as well as those who leave the Province or the teaching force.

The literature on teacher turnover does not seem to come to grips with the desirability or undesirability of turnover. McArtha, for example, states, "It is a moot question as to whether this mobility of the teacher is advantageous or otherwise to the child, the teacher, the profession or the community."[8] In discussing turnover and cohesiveness Etzioni states, "High cohesion requires a certain amount of stability

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[6] Superintendent of Education, 93rd Annual Report: Public Schools in the Province of British Columbia (Victoria: Queen's Printer, 1965), p. 74.

[7] William C. Bruce, "Teacher Turnover," The American School Board Journal, CXLIX (November, 1964), p. 29.

[8] A. P. McArtha, "The In-State Migration of Teachers in the Southeast," Journal of Educational Research, XXXIII (May, 1950), p. 713.

in membership of the group, since too much turnover prevents the growth of mutual emotional investment."[9]

Cohesion within groups cannot be interpreted as necessarily goal oriented. It can, however, be a factor affecting turnover in that, "an increase in peer cohesion may cut down turnover, not because the group supports the organizational norm, but because this norm happens to be coincidently related to the intrinsic needs of the cohesive group."[10] Miklos takes much the same cautious view when he notes that the research evidence has been conflicting when it was hypothesized that high cohesion would be associated with low absenteeism, low turnover, high satisfaction, and high productivity.[11] Notwithstanding these cautious remarks there seems to be agreement that if the leader is successful in orienting the group towards desired goals, then cohesion is a desirable condition.

Of the many studies relating the OCDQ climate categorizations and subtest scores to different variables , none have related it to the

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[9] Etzioni, loc. cit.

[10] Ibid., p. 182.

[11] E. Miklos, "Some Aspects of the Social Structure of a School", in F. Enns (ed.), The Tasks of the Principal (Edmonton: The Leadership Course for School Principals), p. 24.

variable of teacher turnover. It was felt that through use of climate concepts this study explored, in a new way, an old area of concern for the administrator: loss of experienced teachers in larger numbers than might be desirable. It is not the purpose of this study to find the causes of teacher turnover but rather the purpose is to add information that may enable a principal to understand better the implication of turnover for the organizational climate of the school. It is hoped that a knowledge and understanding of the relationships between turnover and climate concepts may enable administrators to alter or control their behavior so that actions are congruent with the desired climate relationships.

IV. DEFINITION OF TERMS

This study accepted any change in the teaching staff from one school term to another school term as a factor that affected the stability of the group. To express this change in staff composition the term turnover was used; turnover was expressed as the per cent of staff members new to the staff for the school term September 1965 to June 1966.

Turnover was defined as the percentage of staff members who are in their first year of teaching with the staff used in this study.

Net Turnover was defined as the resultant turnover derived by subtracting the growth percentage from the average turnover for the school terms 1964-1965 and 1965-1966.

High Turnover Schools were defined as schools that had turnover greater than the mean per cent turnover for the population.

Low Turnover Schools were defined as schools that have turnover less than the mean per cent turnover for the population.

Climate Dimensions. The OCDQ measures social interaction on eight subtests. These subtests measure the dimensions of Disengagement, Hindrance, Esprit, Aloofness, Production Emphasis, Thrust and Consideration.

Organizational Climate refers to the social interactions among the members of the staff and principal as measured by the OCDQ. This interaction is expressed in terms of one of the following climates: Open, Autonomous, Controlled, Familiar, Paternal, and Closed. These categorizations are derived from the profile of the scores on the eight subtests.

V. ASSUMPTIONS

1. It was assumed that the Organizational Climate Description Questionnaire possessed the degree of validity and reliability suitable for this study.

2. It was assumed that principals and teachers answered the questionnaire accurately and in good faith.

3. It was assumed that the dimensions of the organizational climate measured by the OCDQ were relatively stable for the particular school situation.

4. It was assumed that the participating teachers were chosen at

random by the principal of the school.

VI. DELIMITATIONS

This study included only those secondary schools in British Columbia which enrolled grades seven to thirteen or combinations thereof. Schools with grade seven were included only where the number of students in grade seven was not sufficient to change the categorization of the school from a secondary school to an elementary-secondary school.

This study was further delimited by the exclusion of secondary schools on the following criteria:

a) those which were located in the cities of Vancouver and Victoria.

b) those which had fewer than ten teachers on the staff.

c) those in which rate of turnover for the school term 1965-1966 was not consistent with the rate of turnover for the preceding term 1964-1965.

d) those in which rate of turnover, averaged over the two year period, was within ± 4 per cent of the mean turnover rate for the population.

The reasons for these delimitations are outlined in Chapter III under the heading of Selection of the Sample (pp. 38 et. seqq.) and Collection of Data (pp. 43 et. seqq.).

VII. LIMITATIONS

1. The OCDQ was developed in the United States for use with elementary schools; use in the secondary schools has been validated only

in Alberta.[12] Thus, its application to secondary schools in British Columbia may introduce additional questions of reliability and validity.

2. The sample had to be chosen from among those schools whose participation was approved by both the principal and the district superintendent.

3. The questionnaires were administered soon after the processing of Easter examinations. Resultant stresses and strains may have influenced the scores of some of the subtests and, consequently, the climate categorization.

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[12] John H.M. Andrews, "School Organizational Climate: Some Validity Studies " Canadian Education Research Digest (December, 1965), p. 320.

CHAPTER II

REVIEW OF THE LITERATURE

The outline of the problem for this study indicated that its purpose was to relate the teachers' behavior and the principals' behavior to the stability of the staff. It seemed pertinent to review first the literature on teacher turnover, then the literature on teacher morale and job satisfaction, and finally, the literature on studies using the Organizational Climate Description Questionnaire. The latter part of this chapter links three areas and considers current theory related to the hypotheses for this study.

I. TEACHER TURNOVER

Studies on staff turnover generally try to isolate the causes of dissatisfaction.

Most studies show that the cause of staff turnover and the causes of job dissatisfaction are interrelated and difficult to isolate.

For the purposes of this review a distinction will be made so that the elements of the two - turnover and dissatisfaction - can be viewed individually.

Many statements are being made by laymen and educators regarding the disadvantages inherent in excessive staff mobility in terms of effects upon school program, pupil achievement, teacher orientation, and in general, the total productivity of the school. Fisher, in an extensive study of teacher turnover, states that the high teacher turnover in many American

States lowers the quality of instruction.[1] Conville also supports the argument that excessive turnover is undesirable.[2] In a study of teacher turnover in Coles County, Conville reports that: (a) good school systems generally tend to attract and hold good teachers; (b) the highest rates of turnover usually are found in those states with the lowest standards of admission to teaching; and (c) teacher stability is closely associated with high professional standards. Nelson is a little more forceful when he states: "The unnecessary movement of teachers away from the profession is a waste of human effort and financial expenditures."[3]

Studies of teacher turnover show that in general job dissatisfaction and low morale lead to mobility. Dunn found that dissatisfaction with the administrator and the school board resulted in a search for another teaching position.[4] Again, in a study carried out in Indiana Phillips, Bonk and Mitchell found that although women did not leave the school systems because of dissatisfaction, nevertheless dissatisfaction

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1 D. D. Fisher, "Reducing Teacher Turnover," Michigan Educational Journal, XL (January, 1963), p. 374

2 R. S. Conville and S. A. Anderson, "Teacher Turnover in Coles County, Illinois," Education Administration and Supervision, XLII (January, 1956), pp. 10-19.

3 R. H. Nelson and M. L. Thompson, "Why Teachers Quit," The Clearing House, XXVII (April 1963), p. 467.

4 K. Dunn, "Do you Know Why Your Teachers Resign?," Overview, II (June, 1961), p. 32.

was the major cause of men leaving the school system. Furthermore, it was found that over two-thirds of the causes for men leaving were avoidable.[5] Butler also found that there was a direct relationship between expressed job satisfaction and the retention of beginning teachers.[6]

In one of the few studies in Canada, Hohn found that teachers dissatisfaction was related to teacher mobility. Hohn had teachers rate certain identified factors as contributing to mobility. The following is the rank order of these factors in terms of their influence on mobility:

1. personal and family factors
2. administrative and supervisory factors
3. training and professional factors
4. school and community factors
5. pupil factors
6. working conditions.[7]

In another Canadian study, Aikenhead found that although there was a high degree of satisfaction among teachers as compared with members of other occupations, nevertheless, inadequate school plant, irate parents, and

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[5] B. N. Phillips, E. Bonk, and J. R. Mitchell, "Can We Reduce Teacher Turnover," Phi Delta Kappan, XXXVIII, (April, 1957), pp. 272-274.

[6] T. M. Butler, "Satisfactions of Beginning Teachers," Clearing House, XXXVI, (1961), pp. 11-13.

[7] E. G. Hohn, "A Study of the Causes of Teacher Turnover in a School System," (unpublished Master's thesis, the University of Alberta, Edmonton, 1964), pp. 102-104.

discipline problems were among the areas leading to teacher dissatisfaction.[8]

Butler, in a study of teacher mobility and satisfaction among Illinois teachers, found a relationship between teacher mobility and dissatisfaction.[9] He also found a significant difference between men and women in terms of expressed dissatisfaction. Married men were found to be more dissatisfied than women, especially with salaries. He generalized from his study as follows:

> The most significant causes of job satisfaction or lack of the same are the feeling towards the administration of the school, the feeling of freedom in the classroom or lack of it, and whether or not there was involvement in school policy making. Ranking next in importance are feelings of freedom to try new ideas or lack of it, and feelings of being or not being heard with regard to policy making decisions affecting teachers.[10]

Again, it should be pointed out that the causes of dissatisfaction among the teachers identified above were found to be associated with mobility.

This brief review of the literature on teacher turnover has been presented to illustrate the relationship between teacher satisfaction

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[8] J. D. Aikenhead, "Teacher Satisfaction and Discouragement," "The Alberta Journal of Educational Research, VI (June, 1960), p. 102.

[9] Butler, loc. cit.

[10] Ibid., p. 12.

and teacher mobility. The theorizing by Argyris which suggests that employees adapt to frustrations, failure, short time perspective, and conflict by leaving the organization lends support to the relationship between teacher dissatisfaction and teacher mobility.[11] The next section focuses on the review of studies on morale and job-satisfaction as a logical extension of studies on teacher turnover.

II. MORALE AND JOB-SATISFACTION

Interest in the morale of teachers no doubt stems from the current emphasis on the significance of human factors in organizations. Greater attention to the process of good human relations also can, in part, be traced historically to the emphasis on "democracy" in school administration. In a survey of job satisfaction studies Robinson found that over 40 per cent of the studies relate to teacher and their job satisfaction or morale.[12]

Some of the earlier studies done in the field dealt with what was identified as job satisfaction. Today, many writers use the term

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[11] C. Argyris, Personality and Organization (New York: Harper and Row, 1957), p. 78.

[12] H. A. Robinson, R. P. Connors and Ann H. Robinson, "Job Satisfaction Researches of 1963," The Personnel and Guidance Journal, XLIII (December, 1964), p. 360.

"job satisfaction" interchangeably with morale. Robinson includes morale studies with job satisfaction studies for the following reasons:

1. Since morale, job satisfaction and attitudes are used so often without definition, and often interchangeably, it is essential in order to give adequate coverage.

2. When a distinction is made between morale and job satisfaction, morale is usually the broader term and information about morale often includes information about job satisfactions.[13]

There is some confusion among reviewers as to whether morale studies or job satisfaction studies are more inclusive. Blocker and Richardson differ from Robinson when they state:

> The difference between the two, if any, would appear to be in the more encompassing nature of job satisfaction, whereas morale tends to concern itself more specifically with personnel practices.[14]

The review of the literature on job satisfaction has revealed many discrepancies. The discrepancies in the studies seem to indicate that teachers can be satisfied with specific activities in one setting and dissatisfied with the same activities in another setting. Andrews suggests that teachers as a group do not have a unique cluster of

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13 H. A. Robinson, "Job Satisfaction Researches of 1958." The Personnel and Guidance Journal, XXXVII (May, 1959), p. 672.

14 C. E. Blocker, and R. C. Richardson, "Twenty-five Years of Morale Research: A Critical Review," Journal of Educational Sociology, XXXVI (January, 1963), p. 200.

interests as other occupations do.[16] Aikenhead suggests that work satisfaction among teachers may not exist as an independent variable but as a cluster of factors.[17]

A number of studies have indicated different groups of teachers will have differing levels of satisfaction. Roth found that secondary teachers generally exhibit a lower level of morale as a group than do the elementary teachers.[18] Andrews grouped teachers as 'subject-matter' oriented or 'education' oriented and found that the subject matter oriented teachers showed a lower over-all satisfaction with teaching.[19] Suehr found that more males than females were found in the low-morale group, in the ratio of three to one.[20]

The studies do not seem to isolate any common causes for low teacher morale or common reasons for high teacher morale. A number of studies have been undertaken to isolate factors affecting low morale. Robinson isolated the following factors as bearing a relationship to job satisfaction in industrial settings: (1) security; (2) opportunity for advancement; (3) company and management; (4) wages; (5) intrinsic

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[16] J. H. M. Andrews, "A Deterrent to Harmony Among Teachers," Administrators Notebook, VI (March, 1958), p.87.

[17] Aikenhead, op. cit., p. 100.

[18] Lester J. Roth, "Occupational Analysis and Teacher Morale," The Journal of Educational Sociology, XXXII (December, 1958), p. 151.

[19] Andrews, loc. cit.

[20] John H. Suehr, "A Study of Morale in Education Utilizing Incomplete Sentences," Journal of Education Research, LVI (October, 1962), p. 78.

factors; (6) supervision; (7) social aspects of the job; (8) communication; (9) working conditions; (10) benefits.[21] In a comprehensive study, Chase identified certain factors as being important for job satisfaction in teaching. The major factors identified include: (1) freedom of the teacher to plan own work; (2) salary; (3) quality of professional leadership and supervision; (4) opportunity for teachers to participate in educational planning and policy making; and (5) adequacy of physical facilities.[22]

A number of studies have purported to rank various factors in terms of their importance to overall job satisfaction. Salaries, as a factor affecting teacher morale is a good case in point. Miller asked a group of Texas administrators and teachers to rank a series of factors in order of their importance in raising teacher morale. Salary was ranked as being the most important of these on the list presented them.[23] Harap found that the most frequent suggestions for the improvement of morale was a good salary scale and reasonably small classes.[24] He concluded that these were also the most potent factors creating satisfactions. McLaughlin and Shea ranked 793 sources of job dissatisfactions expressed by elementary

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[21] Robinson, loc. cit.

[22] Frances S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951), p. 131.

[23] Antoinette Miller, "Teachers Say Better Salaries Boost Morale," cited by Clyde E. Blocker and Richard C. Richardson, op. cit., p. 107.

[24] Henry Harap, "Morale," The Nations Schools, LXIII (June, 1959) P. 57 .

and secondary school teachers in California; they reported that inadequate salaries was one of the three chief dissatisfactions.[25]

Not all findings support those outlined above; A study by Mathis[26] revealed no significant difference in morale level between schools grouped on the basis of type of salary schedule. Blocker and Richardson discount the importance of salary factor when they state:

> Studies which emphasize a single factor, such as salary, as being the major determinant of morale do the field a disservice. Most of these studies are rather naively designed and are of little value. Job satisfaction studies have already indicated rather conclusively that morale is the result of many interrelated factors.[27]

This review of the literature has revealed several factors that affect teacher job satisfaction and factors that affect teacher turnover. It has also revealed that these factors are interrelated and as such the factors affecting job satisfaction are usually the factors found to affect teacher turnover.

III. STUDIES USING THE OCDQ

The studies reported here indicate the usefulness of the subtest scores; the dimensions are explained at the beginning of the review followed by a discussion of the terms used in the concept of organizational climate.

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[25] J. W. McLaughlin and J. T. Shea, "California Teachers Job Dissatisfaction," California Journal of Educational Research, XI (#5, 1960), p. 217.

[26] Claude Mathis, "The Relationships between Salary Policies and Teacher Morale," Journal of Educational Psychology, L (No. 6, 1959), P. 278

[27] Blocker and Richardson, op. cit., p. 208.

Dimensions of Teachers' Behavior[28]

1. Disengagement is a measure of the degree to which teachers are genuinely committed to the goals of the organization and to the belief that these can best be achieved by coordinated effort.
2. Hindrance is a measure of the degree to which teachers feel that the principal burdens them with routine duties, committee demands and other requirements which the teachers construe as unnecessary. It is the degree to which teachers perceive that the principal is hindering rather than facilitating their work.
3. Esprit is a measure of what is frequently referred to as morale. It reflects staff satisfaction with both goal achievement and social needs fulfillment.
4. Intimacy provides an indicator of staff social relations. The social-needs satisfaction measured by this subtest is not necessarily associated with task accomplishment.

Dimensions of Principal's Behavior

5. Aloofness is a measure of the degree of formality which characterizes the principal's relations with staff members. It indicates the degree to which his behavior towards staff is universalistic rather than particularistic, nomothetic rather than idiographic, chiefly guided by rules and policies rather than being informal and flexible.
6. Production Emphasis provides a measure of the extent to which the principal's supervision is directive, autocractic, and insensitive to feed-back from the staff. It is strongly task oriented.
7. Thrust, like Production Emphasis, is related to the principal's concern for task accomplishment, but it is a measure of the principal's ability to motivate through example, and of his ability to communicate his genuine concern for goal achievement to staff, rather than a measure of directive supervision.
8. Consideration is a measure of the principal's desire to be helpful and friendly to staff. It has strong social-needs connotation, though it is by no means divorced from goal orientation.

Six climate categories have been identified by Halpin and Croft.[29]

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[28] A. W. Halpin and D. B. Croft, Organizational Climate of Schools, (Danville: Interstate Printers and Publishers, 1963), pp. 29-32.

[29] Ibid., p. 32.

These climate categories are as follows:

The Open Climate -- is represented by a profile having high scores for Esprit, Thrust, and Consideration, low scores for Disengagement, Hindrance, Production Emphasis, and Aloofness, and an average score for Intimacy. The organization described by an open climate is one in which leadership acts emerge easily from both the group and the leader. The members are not preoccupied disproportionately with either task achievement or social-needs satisfaction.

The Autonomous Climate -- is characterized by low scores for Disengagement, Hindrance, and Production Emphasis, an average score for Consideration, relatively high scores for Esprit, Intimacy, and Thrust, and a high score for Aloofness. Leadership acts emerge primarily from the group. The leader exerts little control over the group members. High Esprit results primarily from the social-needs satisfaction, although satisfactions from task achievement is also present.

The Controlled Climate -- is marked by high scores for Hindrance and Production Emphasis and low scores for Disengagement, Intimacy, and Consideration. The Esprit score is slightly above-average as is the score for Aloofness. The principal receives an average score for Thrust. The school with a controlled climate might be described as impersonal and highly task-oriented. The Esprit score reflects achievement satisfaction at some expense to social-needs satisfaction.

The Familiar Climate -- is represented by a profile having high

scores for Intimacy and Consideration, and low scores for Production Emphasis, Aloofness and Hindrance. There is average Esprit and the principal is assigned a score above-average for Thrust. The group score on Disengagement is high. The situation in a school with this climate is highly personal, but uncontrolled. Esprit is average, but it stems entirely from satisfaction of social needs and little satisfaction is secured.

The Paternal Climate -- is characterized by high Disengagement and Production Emphasis combined with low Esprit, Intimacy and Hindrance and Aloofness. The principal is relatively high on Thrust and Consideration. In this situation the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. Little satisfaction is obtained from either achievement or social needs and, as a result, morale is low.

The Closed Climate -- is marked by high scores for Hindrance, Disengagement, Production Emphasis and Aloofness, and low scores for Esprit, Thrust and Consideration. The score for Intimacy is average. There is a high degree of apathy on the part of all members of the organization. The principal is aloof. He emphasizes production, and sets up rules and regulations, but he does not motivate by setting a good example of himself. Esprit is very low, because group members secure neither social needs satisfaction nor satisfaction that comes from task achievement.

The Schmidt Study[30]

A study by Schmidt related OCDQ subtest scores to the twelve subtest scores of the Leadership Behavior Description Questionnaire. Schmidt discussed the relationships between leader behavior and organizational climate in several ways: first, as the relationships between leader behavior and teacher behavior; second, as the relationships between LBDQ (XII) leader behavior and OCDQ leader behavior; and third, as the relationships between leader behavior and organizational climate.

He found that only four pairs of climate differentiated between some principals' leadership scores. These pairs were Open and Autonomous, Open and Controlled, Open and Familiar, and Autonomous and Controlled. Since there were a number of correlations between the subtests of the instrument used, it would seem that the climates, in contrast to the subtests, are a less useful description of the school.

The Plaxton Study[31]

The study was based on the fundamental premise that there is a pattern of personality types characteristic of school principals; and that the individual types that produce this pattern are related to the leadership behavior of the principal and ultimately to some of the

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[30] Werner, G. Schmidt, "Organizational Climate and Leader Behavior," The C.S.A. Bulletin, Vol. IV, No. 5 (July, 1965), p. 42.

[31] Robert P. Plaxton, "Personality of the Principal and School Organizational Climate," (unpublished Master's thesis, University of Alberta, Edmonton, 1965).

characteristics of the group he leads. Thus, Plaxton sought to establish relationships between the personality of the principal as measured by the Myers Briggs Type Indicator (MBTI) and the OCDQ.

The MBTI dichotomizes on four dimensions of personality: extroversion-introversion (E or I), sensation-intuitions (S or N), thinking-feeling (T or F), and judgement-perception (J or P). An individual's personality can thus be indicated by four letters, e.g.,E S F J which indicate his preference on each of the dimensions.

Only 11 of the possible 16 personality combinations were found among the principals (ESTJ,ENTJ,ISTJ,ESFJ,ISFJ,INTJ,ENFJ,INFJ,ENFP,INFP and INTP). Over one-half of the principals fell into three of the possible sixteen groups. These three types, ESTJ, ISTJ, and ENTJ have in common preferences for Thinking and Judging. Persons with this combination of preferences tend to be logical, executive, decisive, and critical.

In brief, no overall relationship was found between the principal's personality type and the climate as measured by the OCDQ. Of significance, however, were certain comparisons that Plaxton made between OCDQ and subtest scores and MBTI paired indices. The J-P continuous index correlated with Production Emphasis. The stronger the Judging score the higher the Production Emphasis score. The I-F type of principal scored low on Hindrance. The N-F type of principal scored low on Aloofness and finally the S-T type of principal scored high on Aloofness.

The Harvey Study[32]

Harvey sought to explore what relationships existed between OCDQ scores and behavior of teachers as measured by Ryan's Classroom Observation Record. Among his many conclusions the following are relevant to this study:

1. No significant relationship was found between openness of organizational climate and patterns of teacher classroom behavior.
2. Disengagement appears to be negatively related to behavior described as business like, systematic vs. unplanned, slipshod.
3. There is some indication in the findings of the study that principal influence in sample schools is a slightly less important factor in establishing organizational climate than the design of the OCDQ assumes it to be.
4. Indications are that the effect of the principal's influence on openness of organizational climate increase with the period of his service in the school.
5. It appears that presence on staff of some older, more experienced teachers and some male teachers contributes to

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[32]Ray R. E. Harvey, "School Organizational Climate and Teacher Classroom Behavior" (unpublished Doctoral thesis, University of Alberta, Edmonton, 1965).

openness of climate since age, sex and experience were seen to be positively correlated with Esprit and negatively correlated with Disengagement, both at the level of significance.

Harvey concludes that, "generally speaking, greater age, experience tenure in the school, and training accompany higher ratings on all patterns of behavior, though only with Pattern Y was significance established."[33]

The Ewasiuk Study.[34]

This study was concerned with the perceptions which principals have of their role and the relationships of these perceptions to selected characteristics of schools as described by the Organizational Climate Description Questionnaire and by teacher ratings.

Principals' scores on the four dimensions of role perception were unrelated to school climate. When the eight subtests of the OCDQ and the four dimensions of role perception were examined only two relationships were found. There were weak negative relationships between the Status Dimension and Esprit and between the Personal Dimensions and Disengagement.

With respect to the lack of relationships found by this study

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[33] Ibid.

[34] Daniel Ewasiuk, "The Relationships of Role Perceptions of Principals to Selected Characteristics of Schools and Principals" (unpublished Master's thesis, University of Alberta, Edmonton, 1966).

Ewasiuk states:

> On the basis of the evidence of this study it must be concluded that the manner in which the principal perceives his role in the four dimensions studied has little or no effect on his school as it is described by the OCDQ. The commonly held assumption that the principal is an important determinant of the climate of his school receives little support from this study at least insofar as the perceptions which the principal has of his role are concerned.[35]

The Pyra Study[36]

Pyra sought to determine the relationship between certain climate characteristics and student morale, attitudes, attendance and drop-out rate. He found that none of the subtests of the OCDQ correlated significantly with student morale at the .05 level, but that there were some significant relationships between subtests and student attitudes.

With respect to predicting student attitudes Pyra found that the subtests could be ranked in order of effectiveness as follows: Production Emphasis, Intimacy, Disengagement, Hindrance, Esprit, Thrust, Aloofness and Consideration. No significant relationships were found between subtests and student attendance and student drop-out.

The Lupini Study[37]

This study was designed to assess the extent to which the principal's and teachers' values in a school situation are related to the social and administrative interactions within the school.

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[35] Ibid., pp. 113-114.

[36] Joseph F. Pyra, "Relationships between School Climate Characteristics and Student Attitudes toward the School" (unpublished Master's Thesis, University of Alberta, Edmonton, 1965).

[37] Dante Lupini, "The Relations of Differential Values to Social and Administrative Interactions" (unpublished Doctor's Thesis, University of Alberta, Edmonton, 1965).

The Differential Values Inventory developed by Richard Price was used to measure individual values. The OCDQ developed by Halpin and Croft was used to measure social behavior within the school.

The study showed Value-Congruence to be significantly related to certain aspects of social behavior within the school. With few exceptions, the values held by the Principals and teachers showed a statistically significant relationship to the Organizational Climate schools.

IV. THEORETICAL FOUNDATIONS

Many studies indicate that social factors are the most important determinants of productivity and success in human enterprises. Bidwell states that one of the chief motivations of teachers in an organization is the satisfaction of their individual needs.[38] Blai carried out an occupational study having job satisfaction and need satisfaction as two variables. He found that the strongest needs that acted as job satisfiers were: (1) interesting duties; (2) job security: and (3) self-actualization.[39]

It would be reasonable to hold the position that morale and job satisfaction studies stem from the acceptance of the human relations approach. This human relations model takes as its major assumption that man could be motivated to work more productively on the basis of fulfilling certain socio-psychological needs.

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[38] Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, XXIX (September, 1955), p. 41

[39] Boris Blai, Jr., "An Occupational Study of Job Satisfactions and Need Satisfaction," Journal of Experimental Education, XXXII (Summer, 1964), p. 385.

Shepard[40] identified five key differences between the traditional and modern (human relations) organizational theory: (1) wide participation in decision-making rather than centralized decision-making; (2) the face-to-face group rather than the individuals as the basic unit of organization; (3) mutual confidence rather than authority as the integrative force in organization; (4) the supervision as the agent for maintaining intra-group and inter-group communication rather than the agent of higher authority; and (5) growth of members of the organization to greater responsibility rather than external control of the members performance of their tasks.

It was inevitable then that researchers in administration would look to the behavioral sciences for clues as to the nature of human needs. Blai found that the lesser prepotent needs of self actualization, advancement, interesting duties, and leadership were all selected in greater amounts beginning with trades and ending with the professions. This attention to meeting the needs of the individual cannot be undertaken outside of or contrary to the needs of the organization in which the individual operates.[41]

Argyris attempts to synthesize in a theoretical model the self-esteem (personality) of the individual and the organizational (role) system. For the self-esteem part of the model Argyris postulates a "total personality" signified by a number of goals, e.g., activity rather than

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[40] H. Shepard, "Superiors and Subordinates in Research," Journal of Business, XXIX (October, 1956), p. 261, cited by Warren G. Benner, "Leadership Theory and Administrative Behavior: The Problem of Authority," Administrative Science Quarterly, IV (1959-1960), pp. 267-269.

[41] Blai, loc. cit.

passivity, independence rather than dependence, behaviorial flexibility rather than inflexibility and superordinate rather than subordinate positions. For the other part of the model, formal organization is characterized by task specialization, chain of command, unity of direction and span of control. Argyris concludes that the individual's goals and the formal organization's demands are basically incompatible.[42]

To stop at this point would be to leave an "either-or" situation. Either action might be directed to enable the individual to fulfill his needs or directed to enable the organization to meet its needs. This dichotomy helps explain why many job satisfaction studies among teachers emphasize the personality and needs of the individual on the one hand and the role-expectancy of the institution on the other hand. It would seem that the needs of the teacher and his place in the organization must both be apparent to the administrator.

Getzels and Guba have presented a model in which both of these elements can be placed within a behavioral framework.[43] Their model shows

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[42] Chris Argyris, Personality and Organization, cited by Warrnn G. Bennis, "Leaderships Theory and Administrative Behavior: The Problem of Authority," Administrative Science Quarterly, IV (1959-1960), pp. 266-268.

[43] J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, XXIX (No. 1, September, 1955).

clearly that in actuality both dimensions are operative and affect the ultimate behavior of the individual. They coin two new terms for the needs of the individual and the expectations of the organization; the former is referred to as the idiographic dimension and the latter is referred to as the nomothetic dimension. Their contention appears to be that both of these dimensions impinge upon behavior. The extent to which the needs that develop from the personal dimension are satisfied can be revealed by studies of staff morale. Similarly, the extent to which the needs that develop from the nomothetic dimension are satisfied will also be revealed since the staff's morale, in the framework of the definition for this study, will reflect the degree of commitment on the part of the staff to the expectations held by the institution. This would seem to place the administrator in a key position to influence not only the morale of the school but also the productivity of the school.

Unfortunately, the relationship between morale and productivity in education is confused with discrepant findings. In their extensive review of relevant literature, Blocker and Richardson conclude that:

> There is need for studies of how morale is related to teacher performance. The assumption has been made that high morale will automatically bring improved performance, this may not necessarily be true.[44]

As indicated in the discussion of the problem and the introduction to this chapter, this study intends to investigate relationships which

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[44] Blocker and Richardson, op. cit., p. 208.

may exist between turnover and the organizational climate. Etzioni contends that the quality of an organization is dependent upon the degree of selectivity in recruitment and the extent of socialization of the individual by the organization.[45] Argyris reports that low turnover is related to cohesive informal employee groups.[46] Presumably, once employees create their informal groups they may be induced by the desire for group belongingness to resist leaving the organization more so than employees who do not belong to informal groups. Since this study is concerned with groups with differing degrees of turnover a relationship should be found along certain dimensions that measure the organizational climate of the group.

V. HYPOTHESES

This study is primarily concerned with the relationship between turnover and the organizational climate, both in terms of climate category and subtest scores. The first two hypotheses are presented to investigate these relationships.

Hypothesis 1: High turnover schools will tend to have a more "closed" climate set than the low turnover schools as measured by the OCDQ.

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[45] Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press of Glencoe, 1961), pp. 157-159.

[46] Chris Argyris, Personality and Organization (New York: Harper and Row, 1957), p. 119.

Hypothesis 2: The high turnover schools will differ in the subtest scores for the eight dimensions when compared with the low turnover schools.

The instrument used in this study asked each respondent to indicate his general feeling of satisfaction. Hypothesis three is presented to test if the level of satisfaction as expressed by the respondents is related to staff turnover.

Hypothesis 3: There will be a significant relationship between the rating of teacher satisfaction and the degree of turnover of teachers in the school.

The studies reviewed in the literature have indicated that a multiplicity of factors are related to staff morale and job satisfaction. Some of the variables often mentioned are staff size and the type of school organization. Hypotheses 4, 5, 6, and 7 are presented to determine whether these variables are related to the climate categories and subtest scores.

Hypothesis 4: There will be a relationship between the size of school and the distribution of the six climate categories.

Hypothesis 5: There will be a relationship between the type of vertical organization and the distribution of climate categories.

Hypothesis 6: There will be significant correlations between the size of school and the school's score on the eight dimensions of the OCDQ.

Hypothesis 7: There will be a significant relationship between the type of vertical organization and the eight organizational climate dimensions.

VI. SUMMARY

The review of the literature on teacher turnover has revealed that, in general, excessive turnover of staff is considered to be undesirable.

Turnover is usually caused by factors unique to the school or system studied; attempts to create a consistent rank order of factors which may cause turnover have led to failure.

Although a single influential factor does not emerge from the studies, there are indications that turnover may be associated with job dissatisfaction and low morale. Low morale, in turn, seems to be associated with the professional interest and enthusiasm that a teacher displays toward the achievement of individual and group goals in a given situation.

Five studies that used the OCDQ were reviewed. In general, these studies revealed that the climate categories do not appear to be highly useful in research. The dimension scores produced by the OCDQ are more meaningful and have, in the studies reported, revealed relationships that are consistent with existing theories.

The chapter concluded with the presentation of seven hypotheses. The first three hypotheses dealt with the relationships, if any, between staff turnover and climate categories, climate dimensions and expressed teacher satisfaction. The last four hypotheses dealt with the relationship, if any, between the climate categories and climate dimensions and the variables of school size and type of organization.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This study was organized so that low turnover schools could be compared with high turnover schools on certain variables; the variables of climate categories and subtest scores as provided by the Organizational Climate Description Questionnaire (see Appendix A) were chosen. The secondary problem of this study was to relate these variables to selected characteristics of the schools in the sample.

I. INSTRUMENTATION

This study used the Organizational Climate Description Questionnaire as developed by Halpin and Croft.[1] The subtests of this instrument describe the behavior of both the staff and the principal in terms of eight categories:

1. Disengagement - the extent to which the group works as a group.
2. Hindrance - the extent to which routines burden the group.
3. Esprit - the extent to which social needs of members are satisfied by the group.
4. Intimacy - the extent to which group members enjoy friendly social relations with each other.
5. Aloofness - the degree to which the behavior of the principal is impersonal.
6. Production Emphasis - the extent to which the principal is task-oriented.
7. Thrust - the degree to which the leader sets the example.
8. Consideration - the extent to which the leader treats group members with warmth.

As there are individual differences among students in the classroom, so there are differences among units of school organization. These are differences in "organizational climate." In the Halpin and Croft

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[1] A. W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administrative Center, The University of Chicago, 1963).

study, it was found that six clusters of profiles were discernable and that these could be ranked along a continuum from "open" to "closed" climates.[2] The objective of this instrument was to measure and portray these climates in an elementary school. There is now evidence that it is valid for other types of schools.

Of particular interest to this study is the validity of the OCDQ for secondary schools. After examining the results from a sample of 165 schools in Alberta, Andrews states:

> In general it is concluded that the three kinds of evidence provided strong indication that the OCDQ is as valid for other kinds of schools as it is for elementary schools.[3]

Apart from this general acceptance, certain findings from this Alberta sample show some deviation from the original studies made by Halpin and Croft.[4] These differences can be summarized as follows:[5]

1. Despite the apparent usefulness of assigning an over-all climate category to a school, present indications are that the climate subtest concepts and scores are more useful than is the over-all climate classification.

2. Different types of schools have different characteristic

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[2] Ibid.

[3] J. H. M. Andrews, "School Organizational Climate: Some Validity Studies." Canadian Education and Research Digest, Vol. V., No. 4 December, 1965), pp. 317-334.

[4] Halpin, loc. cit.

[5] J. H. M. Andrews, "What School Climate Conditions are Desirable," The C.S.A. Bulletin, Vol. IV, No. 5 (July, 1965), p. 19.

tendencies or climate sets which are important in any attempt to analyze and modify the climate of a particular school.

The secondary schools in the sample showed a characteristic set marked by high Production Emphasis and somewhat low on Esprit. While this would be an "undesirable" set for the typical elementary school it cannot be viewed in the same direction for a secondary school. Andrews adds caution by stating that, "if a school has an undesirable climate condition (e.g., a high score on Disengagement) the principal and staff would presumably take different approaches to the problem if this condition were characteristic of that type of school than if it were not."[6]

Recently the stability of the OCDQ measures and categorizations has been studied by Wilson.[7] Wilson developed four hypotheses that were concerned with relationships between the school organizational climates for two consecutive years. This study found that the climate classifications for the two years were correlated positively as were the eight subtest scores.

Although Wilson did not find a significant directional change in the subtests due to time element, he did find that staff turnover

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[6] Ibid., p. 17.

[7] Walter G. Wilson, "An Analysis of Changes in the Organizational Climate of Schools" (unpublished Master's thesis, The University of Alberta, Edmonton, 1966), pp. iii - iv.

was related to two of the eight dimensions. The direction of change in the subtest Hindrance was negatively related to staff turnover, and the amount of change in the subtest Disengagement was positively related to the amount of staff turnover.

In addition to providing categorization for six climates and measures of eight dimensions, the questionnaire which was used included eleven questions that solicit certain biographical data from the teachers responding. One question is designed to get a global rating of the expressed level of satisfaction of the teachers.

II. SELECTION OF THE SAMPLE

The 1965 list of schools for British Columbia identified 195 secondary schools as meeting the requirements set for this study.[8] The turnover for each secondary school for the 1964-1965 school term was calculated from the data provided by the British Columbia Teachers' Federation. This is shown in detail in Table I. The average turnover rate for all the secondary schools in British Columbia was calculated as 23 per cent. This did not account for within district transfer which may have occurred in the larger centres, particularly in the Vancouver and Victoria city school system. Of considerable import was the finding that schools in the fourth quartile of the distribution had an average turnover of approximately 44 per cent. Schools in the Vancouver and Victoria school district were eliminated on the

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[8] Department of Education, Lists of Schools in British Columbia (Victoria, 1965), mimeographed.

TABLE I

DISTRIBUTION OF SECONDARY SCHOOLS BY AMOUNT OF TURNOVER FOR 1964-1965.

Per Cent Turnover	Number of schools
0 - 4 %	4
5 - 9	22
10 - 14	35
15 - 19	28
20 - 24	20
25 - 29	21
30 - 34	16
35 - 39	18
40 - 44	16
45 - 49	10
50 - 54	2
55 - 59	1
60 - 64	1
65 - 69	1
	N = 195

grounds that turnover data from the British Columbia Teachers' Federation files did not report within district transfers. Twenty-eight schools were thus eliminated from the population; of the one hundred sixty-seven schools left, sixteen schools were eliminated because the staff consisted of fewer than ten teachers. The population for this study was thus reduced to one hundred fifty-one schools. Table II shows the distribution of these schools on the basis of staff turnover percentage for the term 1964-1965. The mean turnover rate for this population was 26 per cent. A comparison with Table I reveals that the elimination of forty-four schools did not seriously affect the mean turnover of 23 per cent for the one hundred and ninety-five schools.

One hundred four of the one hundred fifty-one schools had either less than 20 per cent turnover or more than 32 per cent turnover for the year 1964 - 1965. The final sample consisted of 50 schools.

Table III shows the distribution of the fifty schools based on the net turnover for each of the schools. It can be seen that twenty-five of the schools fell into the low turnover category as defined in this study and twenty-five schools fell into the high turnover category as defined in this study. The sample thus dichotomizes into equal numbers of twenty-five for a low turnover sample and twenty-five for a high turnover sample; hereafter reference to these two groups will be as the LT group and the HT group respectively.

TABLE II

DISTRIBUTION OF POPULATION ON PER CENT OF TURNOVER

FOR THE TERM 1964-1965.

Per Cent Turnover	Number of schools
0 - 4	2
5 - 9	10
10 - 14	15
15 - 19	27
20 - 24	16
25 - 29	22
30 - 34	17
35 - 39	16
40 - 44	9
45 - 49	8
50 - 54	2
55 - 59	1
60 - 64	1
65 - 69	2
Mean = 26.3%	TOTAL 151

TABLE III

DISTRIBUTION OF SAMPLE BASED ON THE NET TURNOVER RATE FOR EACH SCHOOL

Net Turnover Per Cent	Number of Schools	
0 - 4	0	
5 - 9	4	LT[a]
10 - 14	10	LT[a]
15 - 19	7	LT[a]
20 - 24	4	
25 - 29	0	
30 - 34	5	
35 - 39	11	HT[b]
40 - 44	4	HT[b]
45 - 49	1	HT[b]
50 - 54	4	HT[b]
TOTAL	50	

[a] LT Mean turnover = 13.3%

[b] HT Mean turnover = 39.2%

III COLLECTION OF DATA

At the outset permission was sought and received from the Department of Education and the British Columbia Teachers' Federation to conduct the study involving staffs of secondary schools in British Columbia.

The design of this study required that the sample represent a dichotomy on per cent turnover of staff. The turnover data index was refined by subtracting the per cent of turnover which resulted from the growth of the school. The fifty schools reported in this study were the schools that met the a priori conditions set with respect to turnover, size, location and approval of authorities.

The first set of data collected was the percentage turnover of each school for the school term 1964 - 1965. These figures were at best, gross turnover percentages which included transfers within the district and additions to staff due to growth; however, it was felt that these figures were accurate enough to warrant the following decisions:

(1) the schools in the Vancouver and Victoria city systems would not be included in the study and

(2) the distribution of secondary schools with respect to geographical location, size, and type of vertical organization, was such that it would be possible to choose a sample from above and below the mean of the turnover continuum.

On the basis of this preliminary analysis, one hundred four schools were selected and the principals contacted by letter. Each principal was asked to return a postcard on which he indicated the turnover of the school

for the term 1965 - 1966, the number of staff members for the term and whether or not he was willing to participate in the study.

Each of the District Superintendents of the schools concerned was contacted for his approval. Of the fifty-two superintendents contacted all but three replied; forty-nine indicated approval of the study. No follow-up letters were sent to the superintendents who failed to reply. Since fifty-seven of the one hundred four schools had both the principal's and superintendent's approval, it was felt that a sufficient sample size was assured without resorting to follow-up letters.

A set of ten copies of the OCDQ was mailed to each of the schools in the study. Each principal was asked to name a coordinator under whose direction nine teachers, selected at random from the staff would complete the OCDQ. The Coordinator was instructed to allow no consultation among the selected teachers before or during the completion of the questionnaire. In order to preserve completely the anonymity of the respondents, only the name of the school was placed on the envelopes in which the completed questionnaires were sealed. No time limit was set for the completion of the questionnaires. As soon as the OCDQ booklets were received by the investigator the school names were replaced by code numbers.

Twenty-five or 96 per cent of the HT group returned six or more completed questionnaires. Twenty-six or 84 per cent of the LT group returned six or more completed questionnaires. One school had to be rejected at this stage as all but two staff members failed to answer most of the questions. These fifty schools comprised the sample for this study.

IV. TREATMENT OF THE DATA

The information gathered with respect to staff turnover in the secondary schools yielded three distinct sets of data. These were the percentage of turnover of the staff for the school term 1964-1965, the percentage turnover of the staff for the school term 1965-1966, and the increase in size of the staff expressed as a percentage of the 1965-1966 staff. These data were then used to determine a net turnover percentage for the schools used in the study.

The sample was then dichotomized along the net turnover continuum, into twenty-five schools which had a net turnover that was below the mean for the population and twenty-five schools which had a net turnover that was above the mean for the population. These schools were then labelled as the Low Turnover (LT) and High Turnover (HT) group respectively for this study.

The fundamental purpose of this study was to compare the LT group with the HT group using organizational climate and the eight dimensions as the criterion variables. In Chapter I sub-problems were listed to indicate more specifically the direction the investigation would take. In Chapter II these sub-problems were stated in the form of research hypotheses.

Both parametric and non-parametric statistical tests were used in testing hypotheses. The frequencies of occurrence of the six climates in each of the groups was tested for significance by non-parametric tests.

However, the decision to apply parametric statistical tests to reveal climate relationships was encouraged by Andrew's study.[9] The chi square test for independence and the Kolmogorov-Smirnov two sample test were the non-parametric tests used in this study. The "t" test for differences in means and the Pearson-product-moment correlation coefficients were the parametric tests used with some of the data.

V. SUMMARY

This chapter delineated the research design for this study. The sample of fifty schools was shown to be representative of the secondary schools of British Columbia that met the following criteria;

(a) the schools enrolled grades eight to thirteen or combinations of these grades.

(b) the schools had ten or more teachers on staff for the school term 1965-1966, and

(c) the schools were not located in the cities of Victoria and Vancouver.

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[8] John H. M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest (December, 1965), p. 324.

The fifty schools were dichotomized into two sub-samples of twenty five schools each. The mean net turnover for the low turnover schools was 13.3 per cent while the mean net turnover for the high turnover schools was 39.2 per cent.

The data for the study were collected by asking fifty-seven staffs to choose ten staff members at random to complete the OCDQ. Usable data were received from fifty schools. This represents a return of 87 per cent of the questionnaires distributed.

The standardized scores required for subtest scores and climate categorization were obtained with the aid of the computer. The computer was also used to calculate "t" scores and Pearson product-moment correlations. Both parametric and non-parametric tests were used to test the hypotheses.

CHAPTER IV

DESCRIPTION OF THE SAMPLE

In the previous chapters the problem was discussed and the methods and instruments used in the study were described. It is the purpose of this chapter to give a more complete description of the sample based on data from a questionnaire appended to the OCDQ and on biographical data obtained from the British Columbia Teachers' Federation.

I. SCHOOL CHARACTERISTICS

The sample selected for use in this study was from secondary schools in the province of British Columbia, Figure 1 illustrates the geographical distribution of the fifty schools used in the study. The apparent concentration of schools in the southern part of the province is understandable when the variable density of population for British Columbia is considered.[1]

Figure 2 recapitulates the data presented in Tables II and III. This figure illustrates that the LT group of twenty-five schools were distributed below the mean turnover per cent for the population. Similarly the HT group of twenty-five schools were distributed above the mean turnover per cent for the population.

Table IV shows the distribution of the schools on type of vertical organization. The fifty-three Junior secondary schools represented 35 per cent

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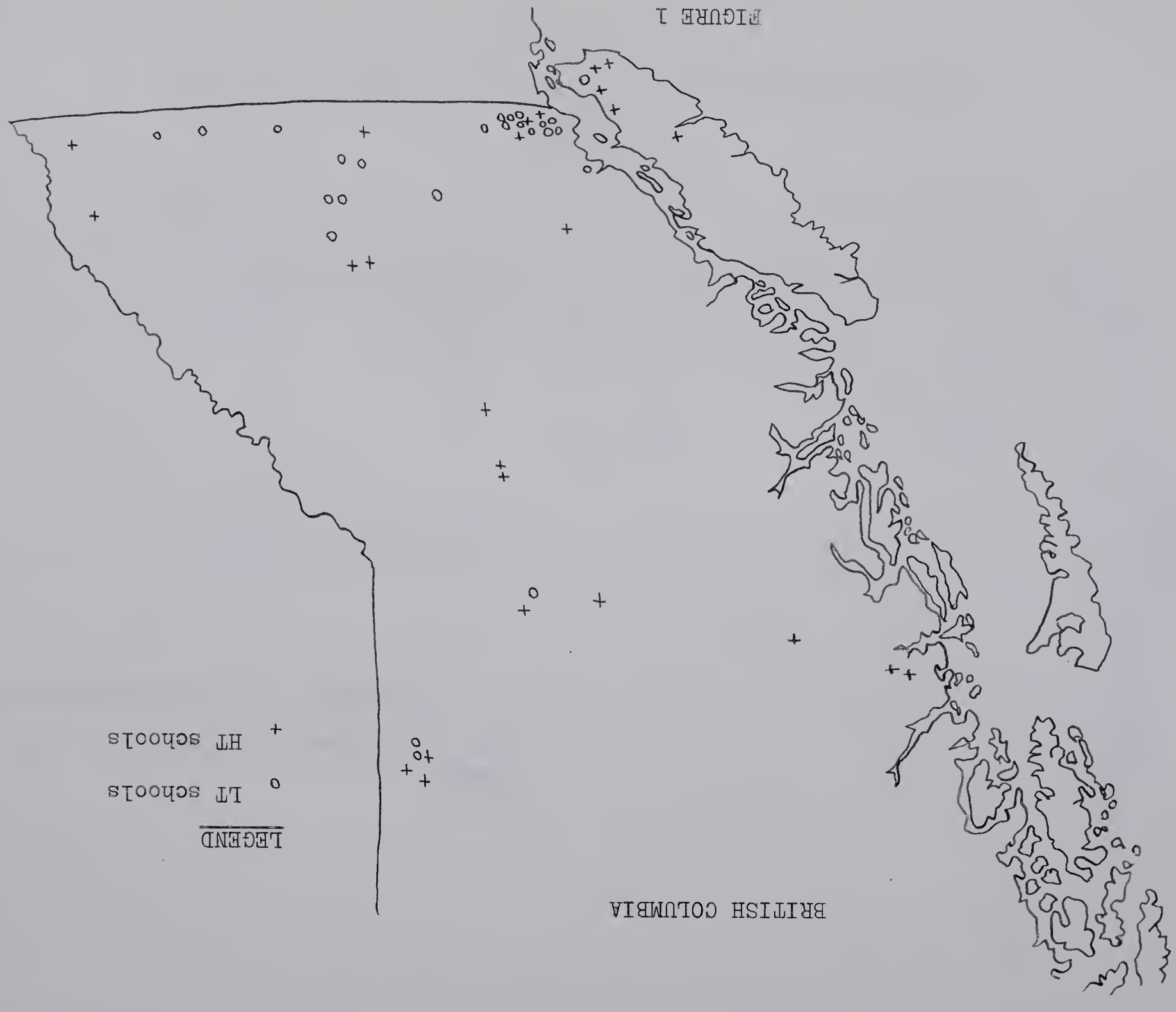
[1] William A. Adams, "Selected Characteristics of the School Districts of British Columbia" (unpublished Master's thesis, University of Alberta, Edmonton, 1963), p. 36 and p. 169.

FIGURE 1

GEOGRAPHICAL DISTRIBUTION OF THE SCHOOLS USED IN THE STUDY



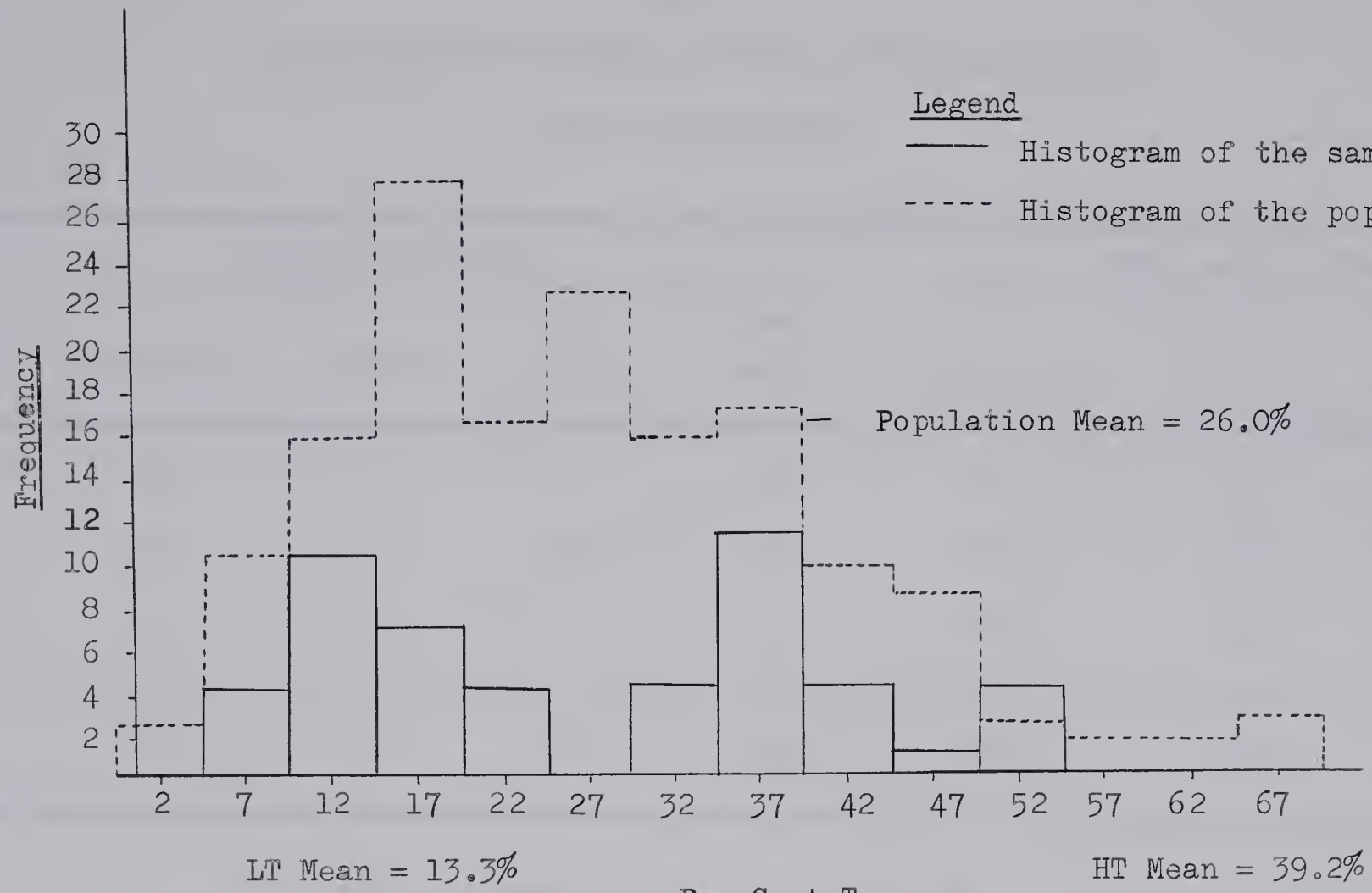


FIGURE 2

HISTOGRAM FOR THE SCHOOLS OF THE SAMPLE AND FOR THE SCHOOLS OF THE POPULATION

TABLE IV

DISTRIBUTION OF SCHOOLS BY TYPE IN THE POPULATION

AND IN THE SAMPLE

Type of School	Number of Schools				Per cent of Schools			
	Population	LT Schools	HT Schools	Total Sample	Population	LT Schools	HT Schools	Total Sample
Junior[a]	53	7	8	15	35.0	28	32	30
Secondary[b]	67	13	14	27	44.4	52	56	54
Senior[c]	31	5	3	8	20.6	20	12	16
TOTAL	151	25	25	50	100.0	100.0	100.0	100.0

[a]Schools that enroll grades 8 through 10

[b]Schools that enroll grades 8 through 12 (13)

[c]Schools that enroll grades 10 through 12 (13)

of the population while the sample contained fifteen or 30.0 per cent Junior secondary schools. Sixty-seven or 44.4 per cent of the population were Secondary schools; the sample contained twenty-seven or 54 per cent Secondary schools. There were fewer Senior secondary schools in the population than any of the other two types. Only thirty-one or 20.6 per cent of the population was classified as Senior secondary. Similarily, the sample contained only eight or 16.0 per cent Secondary schools. The data indicate that the distribution of Junior, Secondary and Senior schools in the sample approximates the distribution of these types in the populations.

The sample of fifty schools was dichotomized into two groups. Table IV also shows the distribution of schools by type in each group. The LT group included seven or 28 per cent Junior secondary schools, thirteen or 52 per cent Secondary schools, and five or 20 per cent Senior secondary schools. The HT group included eight or 32 per cent Junior secondary schools, fourteen or 56 per cent Secondary schools and three or 12 per cent Senior Secondary schools.

The members of the sample were drawn from schools differing widely in size. Table V gives the distribution by numbers of teachers for the LT and HT schools of the sample used in the study of organizational climate. The largest frequency for both the LT and HT schools is found in the category which includes schools with twenty-five to twenty-nine teachers. There was a tendency for the HT schools to be smaller. Based on the number of teachers, the average size of the LT school was 29.8 teachers. On the same basis, the average size of the HT school was 24.2 teachers.

TABLE V

DISTRIBUTION OF SCHOOLS BY NUMBER OF TEACHERS

FOR THE LT AND HT SCHOOLS

	LT Schools[a]		HT Schools[b]	
Number of Teachers	Number of Schools	Per Cent	Number of Schools	Per Cent
10-14	0	0	5	20
15-10	1	4	3	12
20-24	6	24	3	12
25-29	8	32	7	28
30-39	6	24	6	24
40-49	3	12	0	0
50 or more	1	4	1	4
TOTAL	25	100.0	25	100.0

[a]Mean for LT schools = 29.8 teachers [b]Mean for HT schools = 24.2 teachers

II. CHARACTERISTICS OF TEACHERS

The study of school organizational climate was carried out in fifty schools. Responses to the OCDQ from a total of 452 teachers were used in the analysis of school climate; Table VI indicates that 223 teachers were from the LT schools and 229 teachers were from the HT schools. The table also indicates that there was a higher proportion of females in the HT schools. Since data were not available for the total population it could not be determined if HT schools do in fact have proportionately more females on staff than do schools in the population.

Table VII shows the distribution of teachers by age in the two categories of schools. In the HT schools over 40 per cent of the teachers were less than thirty years of age; whereas, only 26.1 per cent of the teachers in the LT schools were less than thirty years of age. On the upper end of the age continuum the LT schools had approximately the same number of teachers over the age of fifty as there were in the HT schools. In both the LT and HT schools over 50 per cent of the teachers were younger than forty years of age. The mean age for the two categories of schools did not differ materially but it did indicate a trend for the LT schools to contain older teachers with a mean age of 38.5 years as compared to a mean age of 35.9 years for the teachers in the HT schools.

TABLE VI

DISTRIBUTION OF THE TEACHERS WHO RESPONDED TO THE OCDQ BY SEX FOR THE LT AND HT SCHOOLS

	LT Schools		HT Schools	
Sex	Number of Teachers	Per cent	Number of Teachers	Per cent
Male	157	70.5	147	64.3
Female	66	29.5	82	35.7
TOTAL	223	100.0	229	100.0

TABLE VII

DISTRIBUTION OF THE TEACHERS BY AGE FOR

LT AND HT SCHOOLS

	LT Schools[a]		HT Schools[b]	
Age (Years)	Number of Teachers	Per cent	Number of Teachers	Per cent
Under 24 years	16	7.2	27	11.9
25-29	42	18.9	64	28.2
30-34	32	14.3	38	16.8
35-39	38	17.0	14	6.2
40-44	30	13.5	27	11.9
45-49	31	13.9	23	10.1
50-54	16	7.2	18	7.9
55-59	11	4.9	11	4.8
60 and over	7	3.1	5	2.2
TOTAL	223	100.0	227	100.0

Table VIII presents the distribution of total years of teaching experience for the sample of teachers in the LT schools and in the HT schools. As would be expected from a study of the ages reported in Table VII, the teachers in the LT schools had more experience as a group. The mean teaching experience of teachers in the LT schools was 8.5 years while that of the teachers in the HT schools was 6.3 years.

One question on the addendum to the OCDQ asked the teachers to indicate how many years of teaching experience they had in their present schools. Table IX presents the distribution by years of experience in the present school of the sample of teachers responding to the questionnaire. It was expected that the teachers in the HT schools would have fewer years of teaching experience in the present schools than would the teachers in the LT schools. This expectation was realized although the difference between the means for their respective experience in present schools was not great. The mean teaching experience in the present school for the teachers in the HT schools was 3.7 years. The mean teaching experience in the present school for the teachers in the LT schools was 6.6 years. Over 60 per cent of the teachers in the sample had four years or less experience in present schools.

Table X shows the distribution by years of training for salary purposes of the teachers in the LT and HT schools who responded to the OCDQ. The mode for years of training for teachers in the LT schools was five years. This was expected as five years of training is the basic

TABLE VIII

DISTRIBUTION OF TEACHERS BY YEARS OF TEACHING EXPERIENCE FOR THE LT AND HT SCHOOLS

Years of Teaching Experience	LT Schools		HT Schools	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent
1	17	7.7	24	10.7
2	9	4.1	28	12.9
3 - 4	30	13.6	48	21.4
5 - 6	22	10.0	27	12.0
7 - 8	8	3.6	9	4.0
9 - 10	22	10.0	15	6.7
11 - 15	47	21.4	32	14.3
16 - 20	38	17.3	19	8.4
21 years or over	27	12.3	22	9.8
TOTAL	220[a]	100.0	225[b]	100.0

[a] Three teachers did not respond to this item

[b] Four teachers did not respond to this item

Mean for LT schools = 8.5 years. Mean for HT schools = 6.3 years.

TABLE IX

DISTRIBUTION OF THE TEACHERS BY YEARS OF EXPERIENCE IN PRESENT SCHOOL FOR THE LT AND HT SCHOOLS

Years of Experience in Present School	LT Schools		HT Schools	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent
1	45	20.2	81	35.9
2	28	12.6	58	25.7
3 - 4	42	18.9	35	15.5
5 - 6	20	9.0	17	7.5
7 - 8	21	9.5	10	4.4
9 - 10	26	11.7	12	5.3
11 - 15	18	8.1	6	2.7
16 - 20	17	7.7	4	1.7
21 years or over	5	2.3	3	1.3
TOTAL	222[a]	100.0	226[b]	100.0

[a] One teacher did not respond to this item

[b] Three teachers did not respond to this item

Mean for LT Schools = 6.6 years. Mean for HT Schools = 3.7 years.

TABLE X

DISTRIBUTION OF TEACHERS BY YEARS OF TRAINING

FOR THE LT AND HT SCHOOLS

Years of Training	LT Schools		HT Schools	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent
1	5	2.3	10	4.5
2	12	5.4	18	8.1
3	19	8.5	28	12.6
4	29	13.0	46	20.6
5	92	41.5	91	40.6
6	65	29.3	31	13.6
TOTAL	222[a]	100.0	224[b]	110.0

[a] One teacher did not respond to this item

[b] Five teachers did not respond to this item

Mean of LT schools = 4.7 years Mean of HT schools = 4.3 years

requirement in British Columbia for a permanent teaching certificate which is valid in the secondary systems. Four years of training permits a teacher to obtain a conditional certificate; with less than four years of training the teacher is considered to be underqualified for teaching the secondary grades. The LT schools in the sample had 16.2 per cent of the teachers underqualified in terms of training for the position they hold.

The mode for years of training for the teachers in the HT schools was also five years. However, 25.2 per cent of the teachers in the HT schools of the sample can be said to be underqualified for the position they hold. The difference of 9 per cent for the number of underqualified teachers between the LT and HT schools was not as great as expected, since there was a 25.9 per cent difference in the means of the per cent turnover for the sample of HT and LT schools. The effective difference seemed to be between the number of teachers who had six years of training. The LT schools had 29.3 per cent of the teachers with more than five years of training, whereas only 13.6 per cent of the teachers in the HT schools had more than five years of training.

III. SUMMARY

The sample was drawn from a population of 151 secondary schools in British Columbia. In the population there were fifty-three or 35 per cent Junior secondary schools, sixty-seven or 44.4 per cent Secondary schools and thirty-one or 20.6 per cent Senior secondary schools. The sample of fifty schools had fifteen or 30 per cent Junior secondary schools, twenty-seven or

54 per cent Secondary schools and eight or 16 per cent Senior secondary schools.

The population was characterized by a range of turnover from 0 per cent to 62 per cent with a mean of 26.0 per cent. The twenty-five I.T schools had a mean turnover of 13.3 per cent and the twenty-five HT schools had a mean turnover of 39.2 per cent. The I.T schools with an average of 29.8 teachers tended to be larger than HT schools which had an average of 24.2 teachers on staff. The I.T schools also tended to have older teachers, with more experience and training than did the HT schools.

CHAPTER V

ANALYSIS OF DATA AND RESULTS

The OCDQ consists of sixty-four likert-type items which have been assigned to eight subtests. Four of these subtests--Disengagement, Hindrance, Esprit, and Intimacy--describe characteristics of the group of teachers in the school. The other four subtests--Aloofness, Production, Emphasis, Thrust and Consideration--describe the behavior of the principal. Scores for individual respondents on each of the subtests were obtained by computing the mean of the appropriate item responses. School scores were obtained by computing mean subtest scores over all respondents in a school. These raw scores were then standardized across the sample of schools to produce scores with a mean of fifty and a standard deviation of ten.

Using the subtest scores for a school, a profile whose components are the eight subtest scores was constructed. A profile-similarity score was then computed which allowed numerical determination of the extent to which the school profile approximated the prototypic profile, which characterized each of the six climates. The profile similarity score was obtained by computing the sum of the absolute difference between the school's profile and the six prototypic profiles. The lowest profile-similarity score indicated the greatest degree of similarity between the school's profile and one of the prototypic profiles. A school was then assigned to the category of organizational climate defined by that prototypic profile for which its profile-similarity score was the lowest.

Two groups of hypotheses were presented to study the relationship of categories and subtest scores to the variables of staff turnover and school size and type. The seven research hypotheses presented in Chapter II were translated into appropriate null hypotheses for testing.

I. SCHOOL CLIMATE AND STAFF TURNOVER

Hypothesis Number One.

The first null hypothesis stated that there would be no significant difference in the frequency of occurrence of each climate type in the LT and HT schools. The responses of the staffs of twenty-five LT schools and staffs of twenty-five HT schools to the OCDQ were used to test this hypothesis.

Table XI shows the frequency of each type of climate for the LT schools and for the HT schools. The data are presented in the form of a contingency table; a chi square test of independence was used to test for significant difference between the frequencies. The chi square value of 16.18 with five degrees of freedom is significant at the .01 level. On the basis of this finding the null hypothesis of no significant difference in the frequency of each climate category was rejected, and the research hypothesis was accepted. High turnover schools did exhibit a significantly greater frequency of climates tending to be more closed than open. The low turnover schools exhibited a significantly greater frequency of climates tending to be more open than closed.

TABLE XI

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN STAFF TURNOVER AND ORGANIZATIONAL CLIMATE

School Category	Open	Auton-omous	Control-led	Familiar	Paternal	Closed	TOTAL
LT Schools	8 (4.0)[a]	5 (3.5)	4 (4.5)	4 (3.5)	1 (3.5)	3 (6)	25 (25.0)
HT Schools	0 (4.0)	2 (3.5)	5 (4.5)	3 (3.5)	6 (3.5)	9 (6.0)	25 (25.0)
TOTAL	8 (8)	7 (7)	9 (9)	7 (7)	7 (7)	12 (12)	50 (50.0)

[a]Expected Frequencies

Chi Square = 16.18 df = 5 P = .01

As a further test of the first hypothesis a check for significant difference in the cumulative frequency of the climates in the two samples was made by using the Kolmogorov-Smirnov two sample test as described by Siegel.[1] The Kolmogorov-Smirnov test was chosen as it is a more powerful test than the chi square test.[2] Table XII presents the data in a form amenable to calculation of the sample statistic $K_{D(max)}$ which was found to be equal to 11 and is significant at the .05 level of confidence. On the basis of this test the hypothesis of no difference in the frequency of climate categories in the two samples was rejected. Table XIII shows the per cent distribution of the climates grouped into three pairs for each of the samples. The mode for the LT schools is the Open-Autonomous pair of climates. The mode for the HT schools is the Paternal-Closed pair of climates.

Hypothesis Number Two.

This hypothesis was concerned with the difference between the mean scores on the eight subtests of the OCDQ for the low and high turnover schools.

Eight null sub-hypotheses were formulated which dealt with the dimensions of Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration. Each of the eight

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[1]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 127.

[2]Ibid., p. 136.

TABLE XII

CUMULATIVE FREQUENCY OF CLIMATE CATEGORIES IN LT AND HT SCHOOLS FOR THE KOLMOGOROV-SMIRNOV TEST

School Category	Cumulative Frequency of Observations 1	2	3	4	5	6
$LT(S_{25_1})$	8/25	12/25	17/25	21/25	22/25	25/25
$HT(S_{25_2})$	0/25	2/25	7/25	10/25	16/25	25/25
$LT(S_{25_1})-HT(S_{25_2})$	8/25	10/25	10/25	11/25	5/25	0

$$K_{D\,(max.)} = 11$$

TABLE XIII

FREQUENCY OF PAIRED CLIMATES IN THE LT SCHOOLS AND THE HT SCHOOLS

School Category	Open Autonomous		Controlled-Familiar		Paternal - Closed	
	Number of Schools	Per cent	Number of Schools	Per cent	Number of Schools	Per cent
LT Schools	13	52	8	32	4	16
HT Schools	2	.8	8	32	15	60
	15		16		19	

hypotheses predicted that there would be no significant difference between the means on the subtests for the LT and HT schools.

Use was made of the "t" tests for the significance of difference between means. One of the assumptions underlying the use of "t" tests is that the variances in each group are equal. F tests were used to test for this equality of variance; when the hypothesis of equal variances was rejected the Welch approximation to "t" was used.[3] To correct for inequality of variance the Welch formula makes an adjustment in the degrees of freedom.[4] The F tests which were applied revealed that the variances in the two samples were equal on all subtests.

Table XIV summarizes the results of the eight null hypotheses by comparing the means of the eight subtest scores for the LT schools and the HT schools. The "t" value was found to be significant at the .05 level for the subtests of Disengagement, Esprit and Thrust; null hypotheses for these subtests were not supported. The null hypotheses of no difference in the mean scores for Hindrance, Intimacy, Aloofness, Production Emphasis and Consideration were accepted. From the review of other studies a high score for the dimensions of Disengagement, Hindrance and Production Emphasis for the HT schools was expected. Only the mean Disengagement was significantly larger for the HT schools. Reference to Table XIV reveals that although

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[3]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 144.

[4]Ibid., p. 143.

TABLE XIV

TESTS OF SIGNIFICANCE OF THE DIFFERENCES IN LT SCHOOLS' MEAN SCORES AND HT SCHOOLS' MEAN SCORES ON OCDQ SUBTESTS

OCDQ Subtests	LT Schools N=25 Mean	SD	HT Schools N=25 Mean	SD	Value of "t"	Degrees of Freedom	Level of Significance
Disengagement	45.66	8.03	54.34	9.89	3.335[a]	48	.002
Hindrance	49.59	8.77	50.31	11.09	0.212	48	NS
Esprit	54.02	7.49	45.98	10.57	3.004	48	.004
Intimacy	51.75	8.61	48.25	10.94	1.231	48	NS
Aloofness	51.20	7.96	48.80	11.57	0.838	48	NS
Production Emphasis	48.53	9.13	51.47	10.60	1.031	48	NS
Thrust	53.49	8.34	46.51	10.30	2.585	48	.01
Consideration	51.53	9.84	48.47	9.88	1.073	48	NS

[a]F tests revealed equal variances in the two samples, therefore the Welch approximation of "t" was not required in any of the instances

the difference in mean scores for Hindrance and Production Emphasis was not significant, it was in the expected direction.

From the review of other studies, lower scores for the subtests Esprit, Thrust and Intimacy in the HT schools was also expected. The analysis supported the expectation for two of the three subtests; the mean scores for the Esprit and Thrust dimensions were significantly lower in the HT schools than in the LT schools. Although the difference was not significant, the data in Table XIV show that the difference in mean Intimacy scores was in the expected direction.

As a further test of the relationship between turnover and the mean subtest scores, the hypothesis was rephrased and Pearson product-moment correlations were calculated. The rephrased hypothesis was that there is no significant correlation between the degree of turnover in the school and the school scores on the eight subtests: Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration.

Table XV presents the correlation coefficients between the degree of turnover and each of the eight dimensions. Three of the eight coefficients are significantly different from zero at the .05 level of confidence. Disengagement was correlated positively and significantly with turnover; as the turnover of a staff increased the Disengagement scores increased. There was a significant negative correlation between Esprit and turnover. This shows that as the turnover of a staff increased the Esprit or morale

TABLE XV

PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN STAFF TURNOVER AND THE SCHOOLS' SCORES ON THE CLIMATE DIMENSIONS

(N=50)

O.C.D.Q. Dimensions	
Disengagement	<u>0.497</u>[a]
Hindrance	- 0.040
Esprit	- <u>0.441</u>
Intimacy	- 0.170
Aloofness	- 0.139
Production Emphasis	0.034
Thrust	- <u>0.410</u>
Consideration	- 0.182

[a] Underlined coefficients are significantly different from zero at the .05 level of confidence.

of a staff decreased. A similar finding applies to the Thrust dimension: as the turnover increased the staff tended to perceive the principal as behaving in a manner that suggests less evidence of Thrust. The correlations for the five remaining dimensions were low, and it can be concluded that turnover is not related to Hindrance, Intimacy, Aloofness, Production Emphasis or Consideration. The three dimensions--Disengagement, Esprit and Thrust--which correlated with turnover in this test were the same three on which there were significant differences in mean scores between the low turnover and high turnover schools in the previous analysis.

Hypothesis Number Three.

This hypothesis stated that there would be no significant difference between the mean rating of teacher satisfaction in the high turnover schools and the mean rating of teacher satisfaction in the low turnover schools. Data for testing this hypothesis were obtained from a question on the addendum to the OCDQ. The teachers were asked to indicate whether they were enthusiastic, satisfied, fairly well satisfied, somewhat dissatisfied, dissatisfied or very dissatisfied with all aspects of their teaching situation in the present school. A numerical value of one was assigned to the first category of "enthusiastic" and thence consecutively until the numerical value of six was assigned to the category " very dissatisfied." In interpreting Table XVI it must be remembered that a low mean score indicates a high level of satisfaction and, conversely, a high mean score indicates a low level of satisfaction.

This hypothesis was first tested with a parametric test by comparing

TABLE XVI

TEST OF SIGNIFICANCE FOR THE DIFFERENCE IN MEAN TEACHING SATISFACTION SCORES BETWEEN THE LT AND THE HT SCHOOLS

	LT School N=25		HT School N=25		Value of	Degrees of	Level of
	Mean	SD	Mean	SD	"t"	Freedom	Significance
Teaching Satisfaction in Present School	2.17	.945	2.56	1.072	3.07[a]	48	.01

the difference in the mean scores with a "t" test. Table XVI presents the results of this test.

The "t" value was significant at the .01 level of confidence, and the null hypothesis of no difference was rejected. The interpretation of this finding presents some problem since an examination of the mean scores shows that in both the LT schools and HT schools a mean of 2.0 or greater implies that the teachers of both groups were "satisfied"; that is, the difference does not suggest a marked break in level of satisfaction. Perhaps the best that can be said at this stage is that while the teachers in both the LT schools and the HT schools were satisfied with all aspects of their teaching situation, the teachers in LT schools were closer to being enthusiastic than were the teachers in the HT schools.

Since the data may truly be more ordinal than interval the hypothesis was rephrased and tested with the nonparametric test of chi square. The rephrased hypothesis stated that there would be no significant difference in the frequency of occurrence of the various satisfaction categories between the staffs of LT schools and staffs of HT schools. Table XVII presents the results of this analysis.

A chi square of 16.61 was calculated which is significant at the .01 level of confidence. On the basis of this result the rephrased hypothesis must be rejected. With the reservation as to placement on the satisfaction continuum, it can be stated that the results of this test confirmed the

TABLE XVII

CALCULATION OF CHI SQUARE FROM A CONTINGENCY TABLE SHOWING THE FREQUENCY OF RESPONSES FOR TEACHING SATISFACTION OF TEACHERS IN LT AND HT SCHOOLS

Level of Satisfaction	LT Schools	HT Schools	TOTAL
Enthusiastic	39 (33.4)[a]	29 (35)	68
Satisfied	103 (93)	87 (96	190
Fairly well satisfied	44 (44)	45 (45)	89
Somewhat dissatisfied	18 (30)	43 (31)	61
Dissatisfied	4 (6)	8 (6)	12
Very dissatisfied	1 (2.5)	4 (2.5)	5
TOTAL	209[b]	216[c]	425

[a]Expected frequency shown in parenthesis

[b]Fourteen teachers did not respond to this item

[c]Thirteen teachers did not respond to this item

$X^2 = 16.61$

df = 6

p = .01

previous finding that the teachers in the LT schools expressed a significantly higher level of satisfaction with their teaching situation than did the teachers in the HT schools.

II. CLIMATE AND SCHOOL CHARACTERISTICS

Hypotheses 1, 2 and 3 were concerned with climate and staff turnover. In the development of the subproblems it was felt that this study should also be concerned with climate and certain school characteristics. This section of the study is largely a replication of parts of other studies reported in the review of the literature. Hypotheses 4, 5, 6 and 7 were developed to investigate the relationship of climate categories and subtest scores to various school characteristics.

Hypothesis Number Four.

This hypothesis investigated the relationship between the size of the school and the climate category derived from the OCDQ. The null hypothesis stated that the frequency of occurrence of the six climate categories is not significantly related to the size of school.

To test this hypothesis the sample was dichotomized into relatively larger schools and smaller schools. The mean size of twenty-seven teachers per school for the sample was used as the dichotomy reference; schools with twenty-six or fewer teachers were classified as small and schools with twenty-seven or more teachers were classified as large. Table XVIII shows that there were twenty-eight small schools and twenty-two large schools in the sample of this study. Table XVIII also presents the data for the observed and expected frequency of each climate category for the groups of small and large schools that were developed in an application of the no difference hypothesis.

TABLE XVIII

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SCHOOL SIZE AND ORGANIZATIONAL CLIMATE

	CLIMATES						
	Open	Autonomous	Controlled	Familiar	Paternal	Closed	TOTAL
Small Schools	3 (4.5)[a]	3 (4.0)	5 (5.0)	5 (4.0)	6 (4.0)	6 (6.8)	28 (28.3)
Large Schools	5 (3.5)	4 (3.0)	4 (4.0)	2 (3.0)	1 (3.0)	6 (5.3)	22 (21.8)

[a]Expected values enclosed in parentheses $X^2 = 4.73$ df = 5 p = .50

A chi square of 4.73 was calculated. At the .05 level of confidence a chi square of 11.07 is required before the frequencies become significantly different. On the basis of this test the null hypothesis of no difference was accepted.

As a further test the frequencies of the six climates were combined into two categories. Open, Autonomous and Controlled climates were considered as the "Open" group; Familiar, Paternal and Closed climates were considered as the "Closed" group. Table XIX reports the frequencies in the form of the dichotomized group of climates in the small and large schools. A chi square of 1.99 was calculated while a chi square of 3.84 is required for significance. On the basis of this test the null hypothesis of no difference in the frequency of occurrence of the combined climate categories was accepted.

Hypothesis Number Five.

The fifth hypothesis investigated the relationship between the type of school and the distribution of climates. The null hypothesis stated that the frequency of occurrence of the six climates is not significantly related to the type of vertical organization of the schools.

To test this hypothesis the fifty schools were classified into three groups: Junior, Secondary, and Senior. Since the data are at best ordinal, this hypothesis was tested by the calculation of a chi square from a contingency table. Table XX casts the data into a 3 X 6 contingency table, such as to be amenable to the calculation of a chi square from the observed and expected frequency of each climate for the

TABLE XIX

CONTINGENCY TABLE OF DATA FROM TABLE XVIII COLLAPSED INTO A 2X2 TABLE

	"Open" Climates	"Closed" Climates	TOTAL
Small Schools	11	17	28
	(13.4)[a]	(14.5)	(27.9)
Large Schools	13	9	22
	(10.5)	(11.5)	(22.0)
TOTAL	24	26	50
	(23.9)	(26.0)	(49.9)

[a] Expected frequencies

chi square = 1.99

df = 1

p = 0.2

TABLE XX

CALCULATION OF CHI SQUARE FROM A CONTINGENCY TABLE SHOWING

THE FREQUENCY OF CLIMATES IN THREE TYPES OF SCHOOLS

Type of School	Open	Autonomous	Controlled	Familiar	Paternal	Closed	TOTAL
Junior	2 (2.4)[a]	2 (2.1)	5 (2.7)	3 (2.1)	2 (2.1)	1 (3.5)	15 (14.8)
Secondary	4 (4.3)	4 (3.8)	3 (4.9)	4 (3.8)	4 (3.8)	8 (6.5)	27 (27.1)
Senior	2 (1.3)	1 (1.1)	1 (1.4)	0 (1.1)	1 (1.1)	3 (1.9)	8 (7.9)
TOTAL	8	7	9	7	7	12	50 (49.8)

[a]Expected frequencies Chi Square = 7.56 df = 10 p = 0.7

three groups of schools.

A chi square of 7.56 was found; with ten degrees of freedom a chi square of 18.31 is required for significance at the .05 level of confidence. On the strength of a chi square of 7.56 the null hypothesis cannot be rejected, and it was concluded that there was no relationship between the climate of a school and the type of vertical organization.

It was again decided that the data shown in Table XX should be collapsed as outlined in Hypothesis Three. The combined frequencies of the dichotomized climate categories is shown in Table XXI. The obtained chi square was not significant at the .05 level. On the basis of this test the null hypothesis was accepted, and it was concluded that there was no difference in the frequency of climates when the schools are grouped as Junior, Secondary and Senior.

Hypothesis Number Six.

The sixth hypothesis was concerned with the relationship between the size of the school and the school's score on the eight subtests. Eight null hypotheses were formulated, one for each subtest included in the OCDQ. Each null hypothesis stated that there was no significant correlation between the size of school and any of the subtests of Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration.

Pearson product-moment correlation coefficients were calculated for testing these sub-hypotheses. Table XXII shows the correlations between the size of school and scores on the eight subtests. The correlation coefficients for Hindrance and Intimacy were significantly different from zero at the

TABLE XXI

CONTINGENCY TABLE OF DATA FROM TABLE XX

COLLAPSED INTO A 3 X 2 TABLE

Type of School	"Open" Climates	"Closed" Climates	TOTAL
Junior	9 (7.2)[a]	6 (7.8)	15 (15.0)
Secondary	11 (12.9)	16 (14.1)	27 (27.0)
Senior	4 (3.8)	4 (4.2)	8 (8.0)
TOTAL	24 (23.9)	26 (26.1)	50 (50.0)

[a] Expected frequencies chi square = 1.42 df = 2 p = 0.50

TABLE XXII

PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN SCHOOL SIZE AND OCDQ SUBTEST SCORES

Subtest	*r*
Disengagement	0.013
Hindrance	<u>0.305</u>[a]
Esprit	0.239
Intimacy	<u>0.317</u>
Aloofness	0.087
Production Emphasis	0.199
Thrust	0.042
Consideration	0.001

[a] Underlined coefficients are significantly different from zero at the .05 level.

.05 level of confidence. The coefficient for all other subtests, with the exception of Esprit, did not approach the level required for significance. While the relationship was not statistically significant, the Esprit scores tended to increase as the size of school increased.

Hypothesis Number Seven.

This hypothesis investigated the relationship between the type of vertical organization and the subtest scores for the schools in the study. The null hypothesis predicted that there would be no significant difference between the means of the eight subtest scores when the schools are grouped according to type of vertical organization.

To test this hypothesis the schools were grouped into three different pairs. These pairs were Junior and Secondary, Junior and Senior, and Secondary and Senior. Tables XXIII and XXIV and XXV show the data and the resultant "t" values for each of the pairs of schools grouped by type of vertical organization.

Table XXIII contains data showing that Junior Secondary Schools differ significantly from the Secondary Schools on the Thrust dimension only. While not significant, the "t" value of 1.978 with a probability of .055 for the Production Emphasis dimension indicates a tendency for the teachers to describe the principals of Junior Secondary Schools as being more concerned with the teachers personal well-being than are principals in the Secondary Schools. Notwithstanding the significantly higher Thrust score of principals in the Junior Secondary Schools combined with a tendency toward higher Consideration scores, Esprit scores for the two types of schools

TABLE XXIII

TESTS OF SIGNIFICANCE OF THE DIFFERENCE IN MEAN SUBTEST SCORES BETWEEN JUNIOR SECONDARY SCHOOLS AND SECONDARY SCHOOLS

OCDQ Subtests	Junior Secondary N = 15 Mean	SD	Secondary N = 27 Mean	SD	Value of "t"	Degrees of Freedom	Level of Significance
Disengagement	47.35	7.86	5.28	11.35	1.163	40	NS
Hindrance	48.31	10.56	51.06	9.35	0.848	40	NS
Esprit	51.30	9.03	49.70	9.53	0.518	40	NS
Intimacy	47.61	9.03	51.26	8.56	1.267	40	NS
Aloofness	49.14	11.47	51.58	9.99	0.702	40	NS
Production Emphasis	54.96	8.75	48.90	9.56	1.978	40	NS
Thrust	53.83	6.24	48.57	10.84	1.995[a]	39.9	.047
Consideration	55.11	10.81	49.03	8.91	1.913	40	NS

[a]Value of "t" is the Welch approximation

[b]Degrees of freedom adjusted by Welch formula

TABLE XXIV

TESTS OF SIGNIFICANCE OF THE DIFFERENCES IN MEAN SUBTEST SCORES BETWEEN JUNIOR SCHOOLS AND SENIOR SCHOOLS

OCDQ Subtests	Junior Secondary N = 15 Mean	SD	Senior Secondary N = 8 Mean	SD	Value of "t"	Degrees of Freedom	Level of Significance
Disengagement	47.35	7.86	50.67	7.43	0.942	21	NS
Hindrance	48.31	10.56	49.60	10.57	0.267	21	NS
Esprit	51.30	9.03	48.58	12.65	0.570	21	NS
Intimacy	47.61	9.03	50.24	14.46	0.511	21	NS
Aloofness	49.14	11.47	46.29	4.26	0.857[a]	19.56[b]	NS
Production Emphasis	54.96	8.75	44.40	9.57	2.548	21	.02
Thrust	53.83	6.24	47.64	10.75	1.664	21	NS
Consideration	55.11	10.81	43.70	6.79	2.53	21	.02

[a]Value of "t" is the Welch approximation

[b]Degrees of freedom adjusted by Welch formula

TABLE XXV

TESTS OF SIGNIFICANCE OF THE DIFFERENCES IN MEAN SUBTEST SCORES BETWEEN SECONDARY SCHOOLS AND SENIOR SECONDARY SCHOOLS

OCDQ Subtests	Secondary N = 27 Mean	SD	Senior Secondary N = 8 Mean	SD	Value of "t"	Degrees of Freedom	Level of Significance
Disengagement	51.28	11.35	50.67	7.43	0.137	33	NS
Hindrance	51.06	9.35	49.60	10.57	0.363	33	NS
Esprit	49.70	9.35	48.58	12.65	0.263	33	NS
Intimacy	51.26	8.56	50.24	14.46	0.241	33	NS
Aloofness	51.58	9.99	46.29	4.26	2.166[a]	28.23[b]	.03
Production Emphasis	48.90	9.56	44.40	9.57	1.136	33	NS
Thrust	48.57	10.84	47.65	10.75	0.205	33	NS
Consideration	49.03	8.91	43.70	6.75	1.518	33	NS

[a]Value of "t" is the Welch approximation

[b]Degrees of Freedom adjusted by Welch formula

did not differ significantly.

?The data in Table XIV compared the same Junior Secondary Schools with the Senior Secondary Schools on the mean subtests scores. The significant difference which was observed between the scores of Junior Secondary and the Secondary Schools on the Thrust dimensions disappeared in this comparison and was replaced by a significant difference between the mean scores on the Production Emphasis and the Consideration dimensions. The "t" value for the Disengagement, Hindrance, Esprit, Intimacy, Aloofness and Thrust subtests did not indicate any strong tendency for the means of scores for the Junior Secondary Schools to differ significantly from the means of the scores for Secondary Schools.

The data in Table XXV compared the mean scores for Secondary Schools with those of Senior Secondary Schools on the OCDQ subtests. Only on the Aloofness subtest was there a significant difference in the mean scores between the two types of schools. The staffs of the Secondary Schools described their principals as significantly higher in Aloofness than did the staffs of the Senior Secondary Schools.

III. SUMMARY

The testing of hypotheses concerning climate categories, turnover, size and type of schools utilized chi square and the Kolmogorov-Smirnov two sample tests. The climate categories were significantly related to turnover in both the chi square test of independence and the Kolmogorov-Smirnov test for cumulated frequencies.

The testing of hypotheses concerning the OCDQ subtest scores used the

"t" score for difference of means and the Pearson product-moment correlation coefficient. These tests revealed that the Disengagement, Esprit, and Thrust subtests were related to turnover; that Hindrance and Aloofness subtests were related to size of school; and that Aloofness, Production Emphasis, Thrust and Consideration subtests were related to type of school organization.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS AND FURTHER RESEARCH

The study was designed for the purpose of exploring the relationship between school organizational climate and teacher turnover. It was also possible to explore the relationship between organizational climate and size and type of the schools in the sample. Though it was recognized that this study would not provide any final answers regarding the underlying problem of teacher turnover, it was thought that focusing attention on the climate of the school might result in findings applicable to the problems which administrators must face in schools having varying degrees of staff turnover. In this final chapter the study is summarized and implications for both administrative practice and research are presented.

I. SUMMARY OF THE STUDY

Two types of problems have absorbed the attentions of administrators and researchers over the years. The first is the problem of teacher turnover; most studies in this field have sought to relate teacher turnover to some measures of morale, job satisfaction or working conditions. To some extent this has been useful, but the growing numbers of writers agree that in order to understand the significance of turnover one must examine the effect it may have on the productivity of the group. The second problem of importance is the determination of how a working group

can accomplish the goals of the organization and at the same time maintain a high level of morale.

This study resulted from concern with the relationships between these two important problem areas. Although it was recognized that many factors contribute to teacher turnover, it was felt that an important one results from the interactions of the principal and the staff members. Organizational Climate was the concept chosen to encompass the sum of these interactional influences. In discussing the Closed climate Halpin speculates that the turnover rate for teachers in this climate would be high.[1] Since organizational climate results from the interaction of the individuals who comprise the faculty group, a reverse influence was also suggested. A Closed climate may, as Halpin suggests, lead to high turnover and yet the converse may be equally true; a high percentage turnover of staff may contribute to a closed climate. Similarily, low turnover may cause the climate to be open or conversely the existence of an Open climate may have a stabilizing influence on staff turnover.

In terms of Etzioni's theory, it was suggested that where selectivity was low, high socialization efforts must exist to attain an

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[1] A. W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 180.

improvement in the quality of the group. A study of the interaction between the principal and his staff might reveal strengths or weaknesses in the social system that is present in high and low turnover schools.

Specifically, the problem involved the study of the relationship between staff turnover and organizational climate as measured by the Organizational Climate Description Questionnaire. The problem was investigated by the following research hypotheses. It was hypothesized that:

1. High turnover schools would tend to have a more "closed" climate set than the low turnover schools as measured by the OCDQ.

2. The high turnover schools would differ in the subtest scores on the eight dimensions when compared with the low turnover schools.

3. There would be a significant relationship between the rating of teacher satisfaction and the degree of turnover of teachers in the school.

4. There would be a relationship between the size of school and the distribution of the six climate categories.

5. There would be a relationship between the type of vertical organization and the distribution of climate categories.

6. There would be significant correlations between the size of school and the school's score on the eight dimensions of the OCDQ.

7. There would be a significant relationship between the type of vertical organization and the subtest score means.

Instrumentation

The instrument used to collect data on the climate of schools was

the Organizational Climate Description Questionnaire (OCDQ). The sixty-four items comprising this instrument yield measures of behavior within the school organization which focus on two areas: (1) the teachers as a group, and (2) the principal. Eight dimensions of organizational behavior are described by the questionnaire. Four of these apply to the interpersonal relations among the teachers; the other dimensions concern the behavior of the principal. From the manner in which scores were arrayed on these dimensions or subtests, it was possible to ascribe to each school in the sample one of six possible Organizational Climate classifications.

Characteristics of the Sample

The sample consisted of fifty schools, distributed throughout British Columbia, but excluding the cities of Vancouver and Victoria. The schools were selected in accordance with the following criteria: (1) The participation of all schools had to be approved by the Principal and the District Superintendent; (2) Schools had to have a net turnover of either less than 24.5 per cent or greater than 29.5 per cent (the mean for the population was in the interval of 25-29 per cent; (3) All schools had to be secondary schools; (4) All schools had to have ten or more teachers on staff.

The fifty schools were dichotomized into two groups of twenty-five each in the low turnover group and in the high turnover group. The turnover rate for the schools in the population ranged from 2 per cent to 68 per cent with a mean of 26 per cent. The LT sample had a net

turnover range from 5 per cent to 22 per cent with a mean of 13.3 per cent; the HT sample had a net turnover range from 31 per cent to 52 per cent with a mean of 39.2 per cent.

A total of 452 teachers were involved in the study. Two hundred twenty-three teachers were from LT schools and two hundred twenty-nine teachers were from the HT schools. The teachers in the LT sample tended to be older and more experienced, and the schools in this group had a higher proportion of males on staff than did schools in the HT group. Of particular interest to this study is the finding that over one-half (51.7%) of the teachers in the LT schools had four years or less experience in their present school. In general the analysis of the biographical data revealed that the two sub-samples were more alike than they were different with the exception of staff turnover which was the variable deliberately manipulated in this study. While certain differences were evident in the other variables, it was assumed that the magnitude of these differences would not detract from the assumption that the sample was representative of the population from which the sample was drawn.

Analysis of the Data

The analysis of the data involved descriptive and analytical techniques. The scoring of the OCDQ and the calculation of the "t" scores and Pearson product-moment correlation coefficients were carried out by a computer. The biographical information supplied by the teacher respondents were presented for descriptive purposes.

The testing of the hypotheses utilized parametric and nonparametric statistical methods. When the data required a nonparametric test the calculation of a chi square value or the Kolmogorov-Smirnov statistic of $K_{D\ (max.)}$ was chosen. Where the data lent themselves to the use of parametric statistical analysis, the "t" test or Pearson product-moment correlation was chosen. In general, the hypotheses dealing with the climate classifications were tested by nonparametric tests while hypotheses involving the means of the dimensions of the organizational climate were tested by parametric tests.

Results.

1. Relationship between Turnover and Organizational Climate.

The hypothesis that turnover is not related to Organizational Climate of a school was rejected by both the chi square test of independence and the Kolmogorov-Smirnov two sample test for cumulative distribution. It was further noted that when the frequency of paired climates was tabulated the mode for the LT schools was the Open-Autonomous pair of climates. The mode for the HT schools by the same tabulation was the Paternal-Closed pair of climates. Both samples had identical frequency for the Controlled-Familiar pair of climates.

2. Relationships between Turnover and the Dimensions of Organizational Climate.

Disengagement: The test for the significance of difference between the mean score of Disengagement between the LT schools and the HT schools yielded a value for "t" which was significant at the .002 level of

confidence. The null hypothesis of no difference between the means for Disengagement was not supported; mean Disengagement scores were significantly higher in the HT than in the LT schools.

Hindrance: There was no significant difference between the mean Hindrance scores for the LT schools and the mean Hindrance scores for the HT schools; the null hypothesis of no difference between the means was accepted.

Esprit: The Esprit means for the LT schools and the HT schools were significantly different at the .004 level of confidence. The null hypothesis of no difference between the means was rejected; the LT schools had a higher mean score on the Esprit subtest.

Intimacy, Aloofness and Production Emphasis: The "t" value for each of these subtests did not indicate a significant difference at the .05 level of confidence between means for the LT and HT schools. The null hypotheses of no difference between the means for these subtests were accepted.

Thrust: The "t" value of 2.583 for this subtest indicated a significant difference between the means for the two groups of schools at the .01 level of confidence. The null hypothesis of no difference in the means for this dimension was not supported; the LT sample had a higher mean score on the Thrust dimension.

Consideration: The means for this dimension in the LT and HT schools were not significantly different at the .05 level of confidence.

The null hypothesis of no difference between the means on this subtest was accepted.

As a further test of the relationships between the organizational climate dimensions and net turnover, Pearson product-moment correlation coefficients were calculated. It was found that there was a significant positive correlation between turnover and the Disengagement dimension and a significant negative correlation between turnover and the dimensions of Esprit and Thrust. The Disengagement, Esprit and Thrust subtests were the same as those which were identified by the "t" test as having means that differed significantly in the LT schools and the HT schools. The dimensions of Hindrance, Intimacy, Aloofness, Production Emphasis and Consideration did not yield correlation coefficients with turnover that approached significance at the .05 level of confidence.

3. Relationship between Teacher Satisfaction in LT schools and Teacher Satisfaction in HT Schools

It was found that as a group teachers in the LT sample expressed a significantly higher level of satisfaction than did the teachers in the HT schools. The review of the literature noted the similarity between the terms job-satisfaction and morale or esprit. This study also found that not only was Esprit significantly higher in the LT schools as compared to the HT schools, but that there was a correspondingly significantly higher level of satisfaction expressed by the teacher respondents.

4. Relationship between Size of School and Organizational Climate.

The null hypothesis that there is no relationship between the size of school and climate was accepted. The acceptance of this hypothesis indicated that, for this sample, school size was not associated with climate classification.

5. Relationships between Type of School and Organizational Climate.

This study found no relationship between type of vertical organization and the organizational climate categories.

6. Relationship between the Size of School and the Subtests of the OCDQ.

Two dimensions, Hindrance and Aloofness, correlated significantly with school size. Although it was not significant, the correlation of .239 between Intimacy and size indicated a tendency for larger staffs to score higher on the Intimacy dimension.

7. Relationships between Type of School and the Dimensions of the OCDQ.

A. Junior Secondary compared with Secondary. Only the Thrust dimension score was significantly different between the Junior secondary schools and the Secondary schools. Scores on the Thrust subtest were higher in the Junior Secondary schools.

B. Junior Secondary compared with Senior Secondary. The Production Emphasis dimension and the Consideration dimension scores were significantly different between the Junior and Senior secondary schools. Both of these mean subtest scores were higher for the Junior secondary

schools than for the Senior secondary schools.

C. Secondary compared with Senior secondary. Only on the Aloofness dimension was there a significant difference between the Secondary and Senior secondary schools. Secondary schools tended to have higher scores on the Aloofness dimension.

Summary of Results.

The climate categories were found to be related to staff turnover; the Lt schools tended towards a more open type of climate.

The dimensions of Disengagement, Esprit and Thrust were related to staff turnover, the dimensions of Hindrance and Aloofness were found to be related to size of school staff, and the dimensions of Aloofness, Production Emphasis, Thrust and Consideration were found to be related to type of School. It is interesting to note that the subtests that were found to relate to type of school were those which describe the behavior of the principal.

II. CONCLUSIONS

On the basis of the findings reported in Chapter V of this study, the following general conclusions are presented.

Conclusion 1.

This study revealed a significant relationship between openness of climate and turnover of staff. On the basis of this study it cannot be

concluded that increasing the openness of climate will diminish turnover. It can be concluded only that openness of climate is a characteristic of low turnover schools and closedness of climate is a characteristic of high turnover schools.

Conclusion 2.

The findings demonstrated that low staff turnover is associated with low Disengagement, high Esprit, and behavior by the principals described as high Thrust. The presence of low Disengagement and high Esprit in the low turnover schools is consistent with existing theory.

The finding that high turnover staffs view their principal as having low Thrust was not expected. It may well be that the scores on the Thrust dimension, and on others as well, depends largely on how the staff perceive the principal rather than on how the principal behaves.

Conclusion 3.

This study found a lack of relationship between climate and size of school and between climate and type of school. This is consistent with other studies reported in the review of literature. The global concept of climate seems to be a less useful indicator of differences than the dimension concepts furnished by the eight subtest scores.

Conclusion 4.

As the size of school increased this study found that the subtest scores for Hindrance and Aloofness increased. It would follow then that the principals of larger schools should pay particular attention to factors in the school that tend to increase these subtest scores.

It is further concluded that only the four of the eight subtest scores were associated with type of school organization. These four subtests were those that described the behavior of the principal.

III. IMPLICATIONS

High turnover is viewed by many writers as "bad" (cf. ante pp. 11-19). Halpin considers a Closed Climate as 'undesireable and crippling' when he states that:

> The recognition of how exceedingly difficult it is to change an organizational climate permits us to use such terms as "Open" and "Closed" with greater temperance. True, these terms are more than descriptive. But although we use them to evaluate the organizational climate of schools, we do so with no intent to either praise or damn the climate of a particular school. Obviously, we believe that a Closed Climate is undesirable, that it is crippling for both faculty and the students.[2]

This study has found a positive association between high turnover and the existence of climates more Closed than Open. By inference then, most of the secondary schools in British Columbia with a high turnover of staff have an 'undesireable' climate set. There is the possibility that by improving the climate the turnover might be reduced; there is also the possibility that by reducing the turnover the climate might be improved.

This study was concerned with the problem of turnover, and consequently, the major emphasis must be the consideration of reducing the turnover. The three subtests that appeared to differentiate the LT schools

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[2] Halpin, op. cit., p. 137

from the HT schools were the dimensions of Disengagement, Esprit, and Thrust. If the other five dimensions remained constant then an improved score on these three dimensions should lead to a profile towards openness of climate. Since a strong feeling of belonging to the group (low Disengagement) and a high morale (high Esprit) are factors that discourage movement, the improvement of these dimensions should reduce the turnover rate in the schools.

Again, there is the possibility that the climate could be improved by reducing the turnover. If it were possible to reduce turnover, the staff would have an opportunity to "grow together" and thus have a low disengagement score. Concurrent with this feeling of belonging, the satisfaction and morale of the individual should rise and thus result in a high Esprit score. The net result might well be a climate categorized as more open than closed.

It is not clear from this study whether the Thrust dimension is actually a low level of principal performance in this dimension or whether it is only perceived as a low level of performance by the teacher respondents. If the former is the case then principals in HT schools could improve this dimension score by a conscious attention to the factors inherent in this dimension. If the latter is the case then the principals in HT schools must solve the problem by projecting themselves in such a way as to make this dimension apparent to the teacher. In either case it would appear that here is a dimension within the control of the principal and attention to it might reduce turnover and improve the climate or

conversely might improve the climate and thus reduce the turnover.

Ancillary to the major problem, the statistics on teacher turnover for the province are worthy of consideration. The teachers in the secondary schools of British Columbia appear to be highly mobile. In a recent study Lundrigan expressed grave concern over 22 per cent mobility of teachers in the school system of Newfoundland.[3] With a mean turnover of 26 per cent, perhaps the British Columbia school systems should be concerned with the mobility of its teachers in the secondary schools.

IV. FURTHER RESEARCH

1. This study has revealed a lack of research on the teacher turnover problem in British Columbia Schools. There is need for studies which:

   (a) explore the reasons for teachers moving within the system

   (b) compare the relationship of turnover to pupil achievement

and (c) isolate the characteristics of the teachers and district that have high rates of turnover.

2. This study did not attempt to determine which climate or combination of climates was characteristic of the Secondary Schools in British Columbia. Further research using a random sample of the population may clarify whether the openness of the LT schools or the closedness of the

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[3] John H. Lundrigan, "Causes of Teacher Mobility Among Certified Teachers in Newfoundland" (unpublished Master's thesis, University of Alberta, Edmonton, 1966), p. 5

HT schools approaches the characteristic climate set for the secondary schools of British Columbia.

3. The longitudinal study of schools that have changed from being LT schools to HT schools compared with schools that have changed from HT to LT might help to determine whether turnover is a causative agent in the change of a schools' climate.

4. The finding that the teachers in the LT schools perceived their principals as exhibiting higher Thrust than did the teachers in the HT schools has left a major question unanswered. Is the perception of Thrust associated with the length of interaction between a staff and the principal concerned? The biographical data for this study indicated that the respondents from the HT schools had a mean of 3.7 years experience in the school while respondents from the LT schools had a mean of 6.6 years of experience in the present school. Further research should be undertaken to indicate whether the apparent low Thrust scores for principals in HT schools is in fact an indication of low Thrust behavior, or whether it is due to the inability of relatively new teachers on staff to perceive this behavior.

In retrospect it would appear that this study has revealed that there are variables which are different in the schools that have a low turnover of staff as compared to the schools with a high turnover of staff. It must be admitted that this study explored only a few of the many variables that constitute a school system. It is felt, however, that the variables that were studied were of sufficient importance to encourage further research on organizational climate and a staff turnover in the secondary school system of British Columbia.

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A P P E N D I C E S

APPENDIX A

THE QUESTIONNAIRE

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

Developed by

ANDREW W. HALPIN

and

DON B. CROFT

On the following pages is a list of items that are used to describe the organizational climate or the "personality" of your school. The items describe typical behaviors or conditions that occur within a school. Please indicate to what extent each of these descriptions characterizes **your school.** Please do **not** evaluate the items in terms of "good" or "bad" behavior but read each item carefully and respond in terms of how well the statement describes your school.

It is important that your answers be "independent," so please do not discuss your answers with other teachers. Though there is no time limit, it will probably take you 15 to 20 minutes to complete.

Please be frank in your response with the assurance that individual responses are strictly confidential.

IDENTIFICATION: Please write the name and address of your school on the envelope provided for the completed questionnaire; do NOT write your name on this questionnaire.

Each questionnaire will be given a code number and all responses transferred to IBM cards for processing. Complete anonymity in the analysis of data and the reporting of findings is assured.

DIRECTIONS:

a. READ each item carefully.

b. THINK about how well the statement describes your school.

c. DECIDE whether the behavior or condition described in the item occurs rarely, sometimes, often, or very frequently in your school.

d. DRAW A CIRCLE around **one** of the four letters following the item to show the answer you have selected.

A=Very frequently occurs

B=Often occurs

C=Sometimes occurs

D=Rarely occurs

Please respond to EVERY item.

1.	Teachers' closest friends are other faculty members at this school.	A	B	C	D
2.	The mannerisms of teachers at this school are annoying.	A	B	C	D
3.	Teachers spend time after school with students who have individual problems.	A	B	C	D
4.	Instructions for the operation of teaching aids are available.	A	B	C	D
5.	Teachers invite other faculty members to visit them at home.	A	B	C	D
6.	There is a minority group of teachers who always oppose the majority.	A	B	C	D
7.	Extra books are available for classroom use.	A	B	C	D
8.	Sufficient time is given to prepare administrative reports.	A	B	C	D
9.	Teachers know the family background of other faculty members.	A	B	C	D
10.	Teachers exert group pressure on non-conforming faculty members.	A	B	C	D
11.	In faculty meetings, there is the feeling of "let's get things done."	A	B	C	D
12.	Administrative paper work is burdensome at this school.	A	B	C	D
13.	Teachers talk about their personal life to other faculty members.	A	B	C	D
14.	Teachers seek special favors from the principal.	A	B	C	D
15.	School supplies are readily available for use in classwork.	A	B	C	D
16.	Student progress reports require too much work.	A	B	C	D
17.	Teachers have fun socializing together during school time.	A	B	C	D
18.	Teachers interrupt other faculty members who are talking in staff meetings.	A	B	C	D
19.	Most of the teachers here accept the faults of their colleagues.	A	B	C	D
20.	Teachers have too many committee requirements.	A	B	C	D
21.	There is considerable laughter when teachers gather informally.	A	B	C	D
22.	Teachers ask nonsensical questions in faculty meetings.	A	B	C	D
23.	Custodial service is available when needed.	A	B	C	D
24.	Routine duties interfere with the job of teaching.	A	B	C	D
25.	Teachers prepare administrative reports by themselves.	A	B	C	D

26.	Teachers ramble when they talk in faculty meetings.	A	B	C	D
27.	Teachers at this school show much school spirit.	A	B	C	D
28.	The principal goes out of his way to help teachers.	A	B	C	D
29.	The principal helps teachers solve personal problems.	A	B	C	D
30.	Teachers at this school stay by themselves.	A	B	C	D
31.	The teachers accomplish their work with great vim, vigor, and pleasure.	A	B	C	D
32.	The principal sets an example by working hard himself.	A	B	C	D
33.	The principal does personal favors for teachers.	A	B	C	D
34.	Teachers eat lunch by themselves in their own classrooms.	A	B	C	D
35.	The morale of the teachers is high.	A	B	C	D
36.	The principal uses constructive criticism.	A	B	C	D
37.	The principal stays after school to help teachers finish their work.	A	B	C	D
38.	Teachers socialize together in small select groups.	A	B	C	D
39.	The principal makes all class-scheduling decisions.	A	B	C	D
40.	Teachers are contacted by the principal each day.	A	B	C	D
41.	The principal is well prepared when he speaks at school functions.	A	B	C	D
42.	The principal helps staff members settle minor differences.	A	B	C	D
43.	The principal schedules the work for the teachers.	A	B	C	D
44.	Teachers leave the grounds during the school day.	A	B	C	D
45.	Teachers help select which courses will be taught.	A	B	C	D
46.	The principal corrects teachers' mistakes.	A	B	C	D
47.	The prinicipal talks a great deal.	A	B	C	D
48.	The principal explains his reasons for criticism to teachers.	A	B	C	D
49.	The principal tries to get better salaries for teachers.	A	B	C	D
50.	Extra duty for teachers is posted conspicuously.	A	B	C	D
51.	The rules set by the principal are never questioned.	A	B	C	D
52.	The principal looks out for the personal welfare of teachers.	A	B	C	D
53.	School secretarial service is available for teachers' use.	A	B	C	D
54.	The principal runs the faculty meeting like a business conference.	A	B	C	D
55.	The principal is in the building before teachers arrive.	A	B	C	D
56.	Teachers work togther preparing administrative reports.	A	B	C	D
57.	Faculty meetings are organized according to a tight agenda.	A	B	C	D
58.	Faculty meetings are mainly principal-report meetings.	A	B	C	D
59.	The principal tells teachers of new ideas he has run across.	A	B	C	D
60.	Teachers talk about leaving the school system.	A	B	C	D
61.	The principal checks the subject-matter ability of teachers.	A	B	C	D
62.	The principal is easy to understand.	A	B	C	D
63.	Teachers are informed of the results of a supervisor's visit.	A	B	C	D
64.	The principal insures that teachers work to their full capacity.	A	B	C	D

(OVER)

SOME INFORMATION ABOUT YOU AND YOUR SCHOOL

65. Number of teachers in your school, including the principal (check one):

..... (1) 4 or fewer
..... (2) 5 to 9
..... (3) 10 to 14
..... (4) 15 to 19
..... (5) 20 to 24
..... (6) 25 to 29
..... (7) 30 to 39
..... (8) 40 to 49
..... (9) 50 or more

66. What grades does your school include? Check the one below which most closely describes your school.

..... (1) Gr. 1 to 6
..... (2) Gr. 1 to 8
..... (3) Gr. 1 to 9
..... (4) Gr. 1 to 11
..... (5) Gr. 1 to 12
..... (6) Gr. 7 to 9
..... (7) Gr. 7 to 12
..... (8) Gr. 9 to 12
..... (9) Gr. 10 to 12

67. How long have you been in your present school, including this year?

..... (1) 1 yr.
..... (2) 2 yrs.
..... (3) 3 or 4 yrs.
..... (4) 5 or 6 yrs.
..... (5) 7 to 8 yrs.
..... (6) 9 or 10 years
..... (7) 11 to 15 yrs.
..... (8) 16 to 20 yrs.
..... (9) 21 yrs. or more

68. How many years of teaching experience do you have, including the present year?

..... (1) 1 yr.
..... (2) 2 yrs.
..... (3) 3 or 4 yrs.
..... (4) 5 or 6 yrs.
..... (5) 7 or 8 yrs.
..... (6) 9 or 10 yrs.
..... (7) 11 to 15 yrs.
..... (8) 16 to 20 yrs.
..... (9) 21 yrs. or more

69. Your sex:

..... (1) Male
..... (2) Female

70. What is your age?

..... (1) under 24 yrs.
..... (2) 25-29 yrs.
..... (3) 30-34 yrs.
..... (4) 35-39 yrs.
..... (5) 40-44 yrs.
..... (6) 45-49 yrs.
..... (7) 50-54 yrs.
..... (8) 55-59 yrs.
..... (9) 60 yrs. and over

71. How many years of training are you credited with for salary purposes? (Please drop fractional years).

..... (1) 1 yr.
..... (2) 2 yrs.
..... (3) 3 yrs.
..... (4) 4 yrs.
..... (5) 5 yrs.
..... (6) 6 yrs.

72. Compared with other schools known to you, how good a job do you judge your school does in educating the students who come to it? (check one)

..... (1) oustanding
..... (2) very good
..... (3) slightly above average
..... (4) slightly below average
..... (5) poor
..... (6) very poor

73. If you are the principal please check here (1) ..... and omit the next two items.

74. How well satisfied are you with all aspects of your teaching situation in your present school? (check one)

..... (1) enthusiastic
..... (2) satisfied
..... (3) fairly well satisfied
..... (4) somewhat dissatisfied
..... (5) dissatisfied
..... (6) very dissatisfied

75. How effective do you consider your principal to be in performing all the various functions which he should perform? (This item is for research purposes only and even averages of scores are strictly confidential).

..... (1) outstanding,
..... (2) very good
..... (3) slightly above average
..... (4) slightly below average
..... (5) poor
..... (6) very poor

76. ..... 77. ..... 78. ..... 79. ..... 80. .....

(Thank you. Write name and address of school on envelope)

APPENDIX B

LETTERS TO PRINCIPALS AND SUPERINTENDENTS

Department of Educational
Administration
Faculty of Education
University of Alberta
EDMONTON, Alberta
April 1, 1966

Dear

I am soliciting your co-operation with respect to data for my Master's thesis in Educational Administration at the University of Alberta.

I propose to investigate the relationship between the organizational climate (as defined by Halpin and Croft) and the degree of turnover of staff for the secondary schools of British Columbia.

To measure organizational climate Halpin and Croft have developed a sixty-four item questionnaire. This questionnaire has been extensively used in elementary and secondary schools in Alberta. It has been used in certain elementary schools in British Columbia by Mr. Don MacKenzie of Dawson Creek.

No teacher, principal, or school district will be identified in the thesis. Further, no school will be included in my sample without the prior approval of the principal concerned.

At the time of writing I have not finalized by sample. Presently I am determining the percentage of turnover in certain secondary schools. At the same time I am asking the principal to indicate if I may use his school in my study. I have received the necessary clearance from Mr. F. P. Levirs, Superintendent of Education, to contact you for your approval.

I enclose a stamped, addressed envelope for your convenience.

Yours very truly,

N. Keis
(Principal on leave of absence
from Quesnel secondary)

Department of Educational
Administration
University of Alberta
Edmonton, Alberta
April, 1966

Dear

Pursuant to our previous correspondence I am enclosing the questionnaire mentioned at that time.

I must depend upon you to get the cooperation of nine members of your staff. I have received approval from your District Superintendent.

The staff members should be chosen randomly. For this study it would be sufficient to simply "draw the names from a hat."

In similar studies it was found advantageous to name a staff coordinator. The coordinator would be responsible for the distribution, collection, and return of the questionnaires. If possible, it is also advisable to have the group complete the questionnaire at a group meeting (without consultation).

I realize that I am imposing upon your time and that of your staff. I trust, however, that the study will add to our growing knowledge of the organizational climate of our schools.

I sincerely appreciate your cooperation in this study.

Very truly yours,

N. Keis